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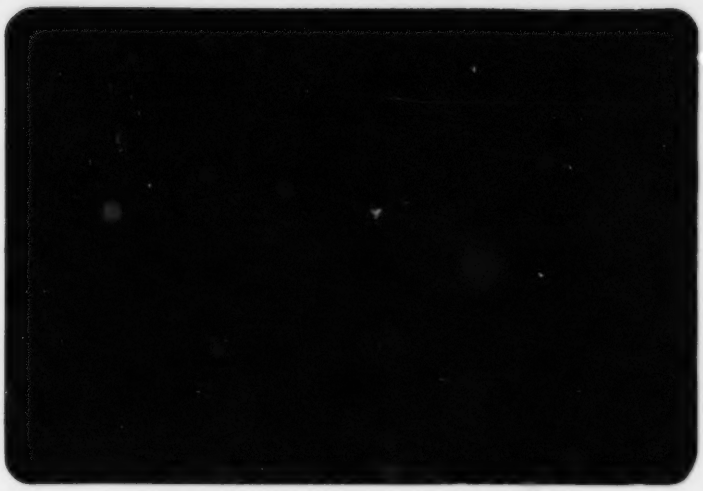

# RESEARCH SECTION

## Library Services Department

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# THE EVERY SECONDARY STUDENT SURVEY, FALL, 1987

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#191

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# Executive Summary

## Social and Demographic Profile

- Over half of the secondary students in the Toronto Board of Education were born in Canada, and the rest come from one hundred and twenty six other countries. The proportion of students born in Canada has been decreasing steadily since 1970.

- English (either alone or with another language) was the first language of two-thirds of the students; French, of 1% of the students. These figures have changed only slightly over the last decade and a half.

- English (either alone or with another language) is spoken fluently by 85% of the students; French by 6% of the students.

- Two-thirds of the students are White, one-quarter Asian, 7% Black, and 1% Native People.

- Two-thirds of the secondary students live with both parents, compared to four-fifths of the 1970 students; 20% live with mothers only, 5% with fathers only, and the remaining 10% with others or alone.

- About one quarter of the students reported their parents' occupations as unskilled or non-remunerative; one-third as skilled and semi-skilled; and more than forty percent as semi-professional or professional. This represents a significant increase in the high socio-economic status (SES) occupational groups (the semi-professional and professional) since 1970.

## Program Enrolment

- In the 1970's, the proportion of students in Modified/ Basic level programs was about 20% and in Advanced/ Enriched programs about 55%. Now, 72% of the students are in Advanced level programs, and only 7% are in Basic level programs.

- Comparing 1983 and 1987 data for Grade 9 students, we find an increase in Advanced level and a decrease in Basic level enrolment. This is true across race, but is more pronounced for Black and White than for Asian students. This pattern is exactly same for class. That is, working class Grade 9 students have a higher enrolment in Advanced level classes and a lower enrolment in Basic level than was true in 1983.

- In general, the higher the household SES, the more likely the students are to be in Advanced level programs. But SES is a better predictor of level of study for White and Black students than for Asian students.

Credit Accumulation and Academic Achievement

- By age 15, two-thirds of Ontario-born students have accumulated between 8 and 15 credits. Credit accumulation figures are lower for foreign born students, for students from lower SES categories, and for Black students.

- A majority of the students are "average" achievers, attaining average marks of 50s or 60s in English and Mathematics. But the ratio of average achievers to high achievers varies among the three levels of study. Whereas students at the Advanced level are almost as likely to get high marks as average marks, those at the Basic level are three times less likely to get high than average marks, and students at the General level are about six times less likely to get high than average marks.

- Student achievement in English and Mathematics is found to be related to such socio-demographic characteristics as gender, parental presence, birthplace, race, first language(s), and SES. In general, more girls attain high marks than boys; and children of two-parent families are more likely to have high marks than those of single-parent families. There is, however, no clear advantage for either the Canadian-born or those who have English as their first language. Finally, while there is a significant relationship between SES and students' English and Mathematics achievement at the Advanced level, such relationship is not clear at the General or the Basic level.

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# 1 INTRODUCTION

## 1.1 Objective

The continuing interest of the Toronto Board of Education in collecting information about the academic progress of students in relationship to their social and demographic characteristics has resulted in the 1970 and 1975 Every Student Surveys, and four annual Grade 9 surveys between 1980 and 1983.

The current survey of Toronto secondary school students was undertaken in response to a request from the Board's Race Relations Committee on February 3, 1987:

> That the Director of Education prepare a report for the April meeting of the Race Relations Committee on ways and means of monitoring student achievement/placement across the secondary school system according to indications of race/ethnic/socio-economic status, such report to include costs in its recommendations....

On the basis of the feasibility report and discussions with staff, it was recommended that an Every Secondary School Student Survey be conducted in 1987-88 (Board minutes, September 22, 1987, p.20).

## 1.2 Contents

As in earlier years, this survey includes data on students' background by gender, race, family strucuture, and socio-economic status. Unlike previous surveys at the secondary level, this one includes all secondary students, not only those in Grade 9. It also includes, besides level of study, number of credits accumulated by age 15, and English and Mathematics marks as academic performance indicators.

The concluding chapter is a brief survey of effective school policies and practices. It is intended to complement the survey results presented in the earlier chapters by drawing attention to school-based correlates of academic performance.

## 1.3 Procedures

The method of gathering information on socio-demographic variables and level of study will be discussed here, while data collection on credit accumulation and school marks will be presented later.

Instead of using a survey form as did the previous Grade 9 surveys, a different method was utilized this time. Because most of the socio-demographic information already exists in Computer Services' Student Master File, originally captured at the time of registration of new students, it was possible to utilize an updated version of the existing information rather than to collect the same information again. Consequently, a new form was

created with pre-printed information from Computer Services for verification and correction by students. This form also had a tear-off section with questions on level of study, race and ethnicity.[1] (See Appendix 1.) The forms were packaged by class and school and mailed out with instructions for both principals and teachers in November 1987. (See Appendix 2.) Most schools updated their own students' records on-line; small alternative schools without computer terminals sent their forms back to the Computer Services Department for processing. All schools sent the tear-off sections to Research Services for processing.

In total, 29,390 forms were distributed to all secondary students in Toronto schools in mid-October 1987. The final sample consisted of 27,935 students, an overall response rate of 95%. It should, however, be noted that individual variables suffered from varying amounts of "missing information". That is, the response rates for some variables are slightly (e.g. place of birth) to considerably (e.g. parents' occupations) lower than 95%.

Finally, it should be noted that the following study presents an overall picture of Toronto secondary school student population with the use of descriptive statistics (such as frequency distributions, cross tabulations, and chi-square analysis) and graphic representations. Owing to the scope of this survey and the nature of the data, no attempt has been made to produce any inferential results or to establish any causal relationships between the various socio-demographic variables and student achievement.

---

1. The level of study is not easily determined from the Computer Service Department's records, while information on race and ethnicity is not maintained in any permanent file.

# 2 SOCIO-DEMOGRAPHIC CHARACTERISTICS

## 2.1 Gender

In Toronto's secondary schools, 53% of the students are male and 47% are female.

## 2.2 Birthplace and Age of Arrival in Canada

Almost sixty percent of the students were born in Canada, and most of those were born in Ontario. (See Figure 1.)

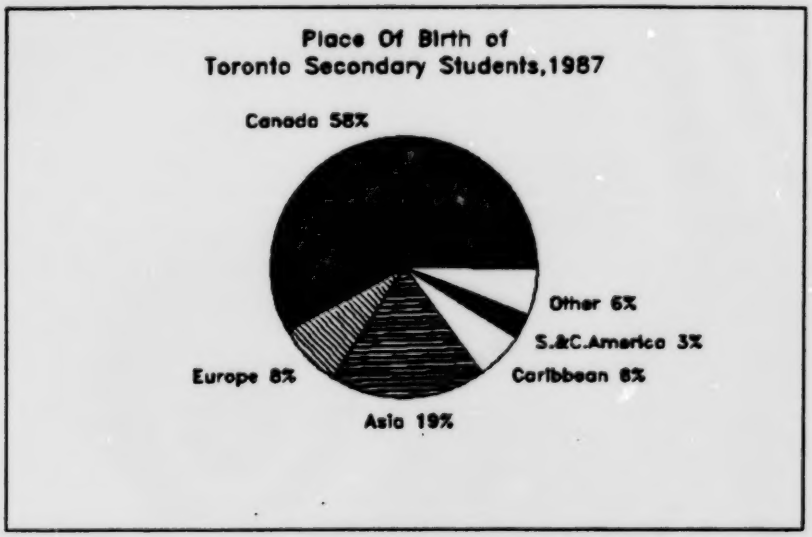


**Figure 1: Place of Birth**

Asia contributes 19% to the student population and Europe an additional 8%. Six percent of the students were born in the Caribbean and 3% in South and Central America. See Appendix 3 for individual countries.

Figure 2 shows that 18% of the foreign-born students arrived young enough to begin kindergarten in Canada. When these students (1,449) are combined with the (13,928) students born here, we find that 64% (15,377) of our secondary students have had all of their formal education in Canada. We also note that 60% of the foreign-born students were 10 years of age at the time of arrival.

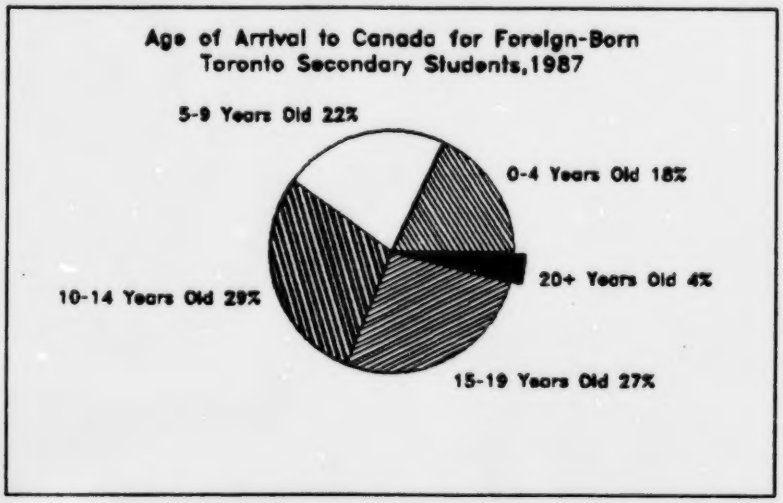
Age of Arrival to Canada for Foreign-Born
Toronto Secondary Students,1987
5-9 Years Old 22%
0-4 Years Old 18%
20+ Years Old 4%
10-14 Years Old 29%
15-19 Years Old 27%

**Figure 2: Age of Arrival to Canada for Foreign-born Secondary Students**

Figure 3 reflects the changing pattern of immigration since 1970. For example, in 1971-72, 51% of all immigrant students were born in Europe. However, by 1986-87, the proportion of students emigrating from Europe has fallen to 10%. In contrast, Southeast Asian student immigration peaked in 1978-79 at 50% up from just 2% in 1971-72, and has fallen to 16% in 1986-87. Students from East Asia have risen steadily from 10% in 1971-72 to 28% in 1986-87.

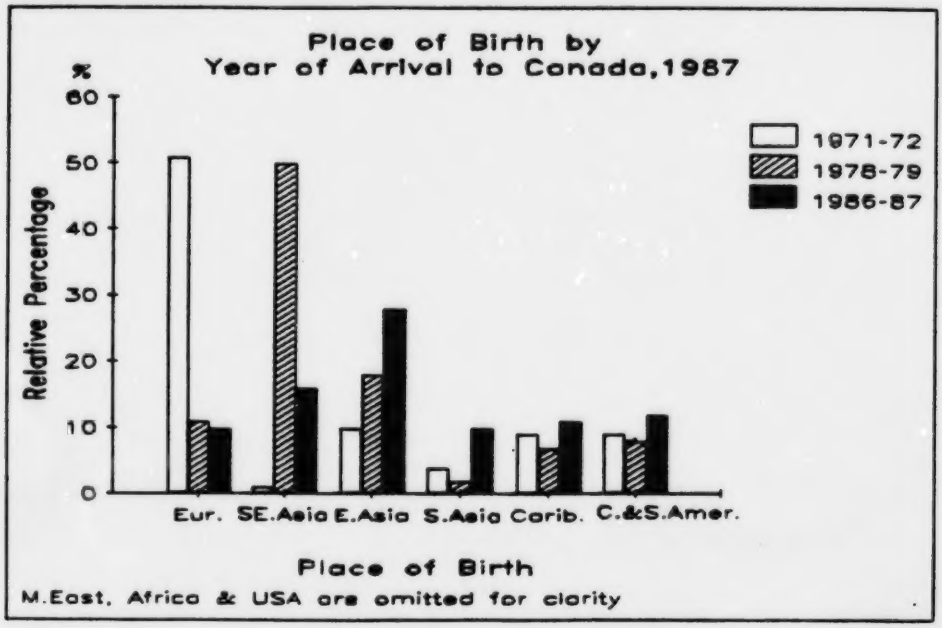


**Figure 3: Immigration Pattern**

## 2.3 Race of Toronto Secondary Students

Figure 4 shows the racial composition of the 1987 secondary school population. Two-thirds (66%) of the students are White. East Asians comprise the next largest group at 18%.

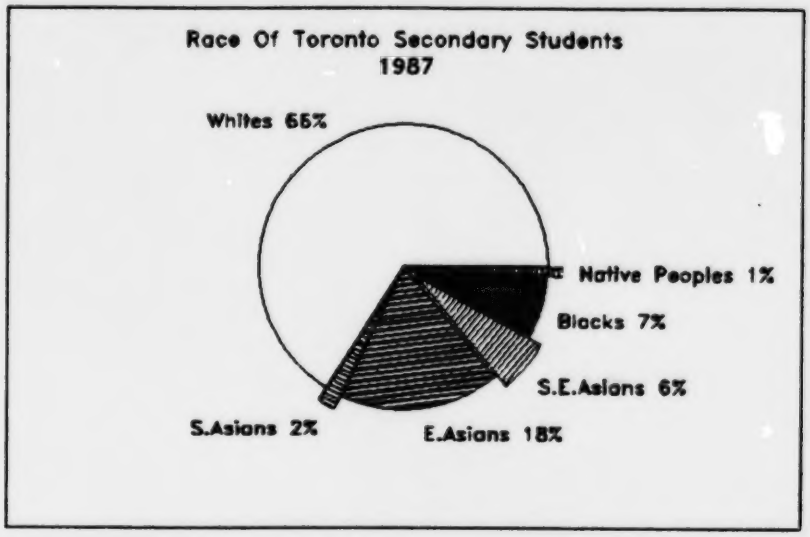


**Figure 4: Race**

Almost all (98%) of the Native People and approximately 80% of the White students are Canadian-born. In contrast, over 80% of Asians are foreign-born, as are two-thirds (66%) of the Black students. (See Figure 5 and Appendix 4.) More detailed information broken down by ethnic groups is presented in Appendix 18.

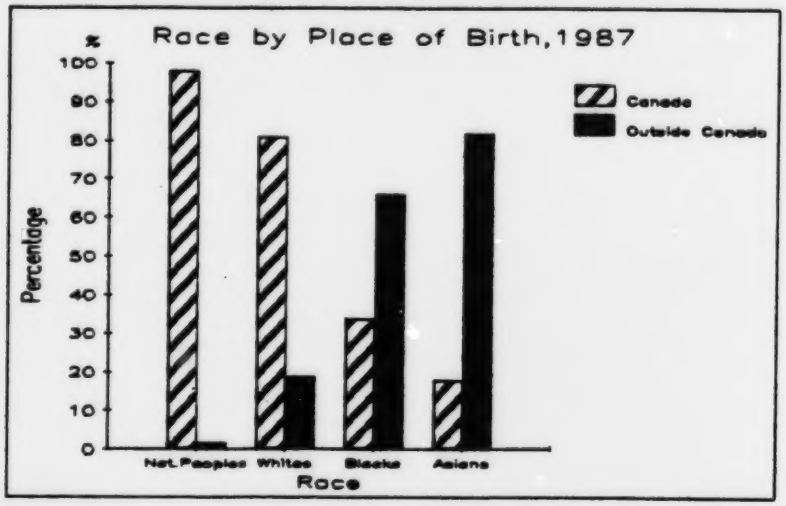


**Figure 5: Race by Birthplace of Secondary Students**

## 2.4 Language

(Figures 6-7; Appendices 5-6)

Figure 6 shows that English was the sole first language of half (51%) of the students. Another 16% learned English and another language(s) simultaneously. Thus two-thirds of the students are native speakers of English, and one-third are not. Apart from English, Chinese, Portuguese, Greek and Vietnamese were reported most frequently. All individual first languages are listed in Appendix 5.

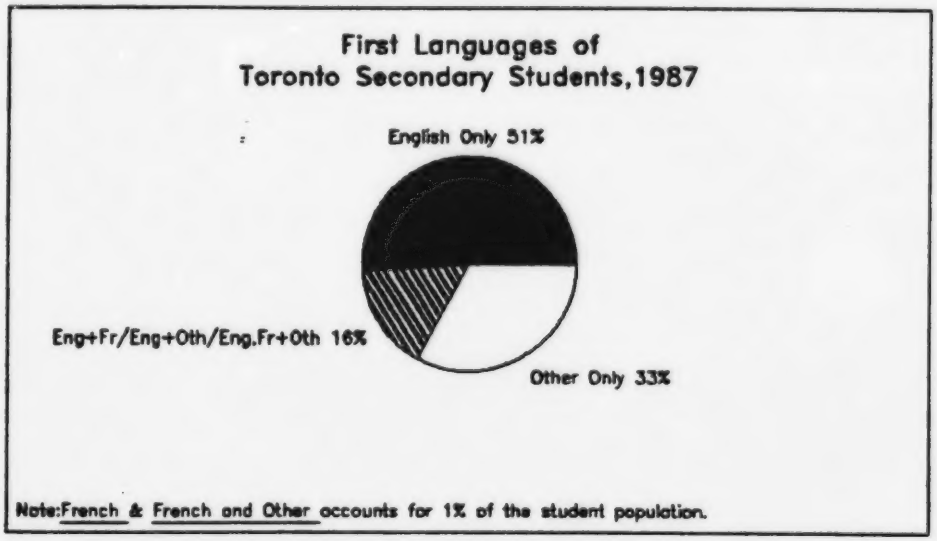
First Languages of
Toronto Secondary Students,1987
English Only 51%
Eng+Fr/Eng+Oth/Eng.Fr+Oth 16%
Other Only 33%
Note:French & French and Other accounts for 1% of the student population.

**Figure 6: First Language(s) of Secondary Students**

Figure 7, which depicts the languages spoken fluently by students, reflects the acquisition of English by non-native speakers. For example, Figure 6 shows that 33% of the students first learned a language other than English or French as children. However, by the time they reached secondary school, only 15% did not speak English or French fluently. Clearly, the shift has occurred from the 33% non-English speakers (Figure 6) to the 37% bilingual e.g. "English and Other" category of languages spoken fluently. (See Figure 7.) Individual languages that students speak fluently are listed in Appendix 6. Thus, two-thirds (67%) of our secondary students claim English as their first or one of their first languages, while more than four-fifths (85%) claim fluency in English at present.

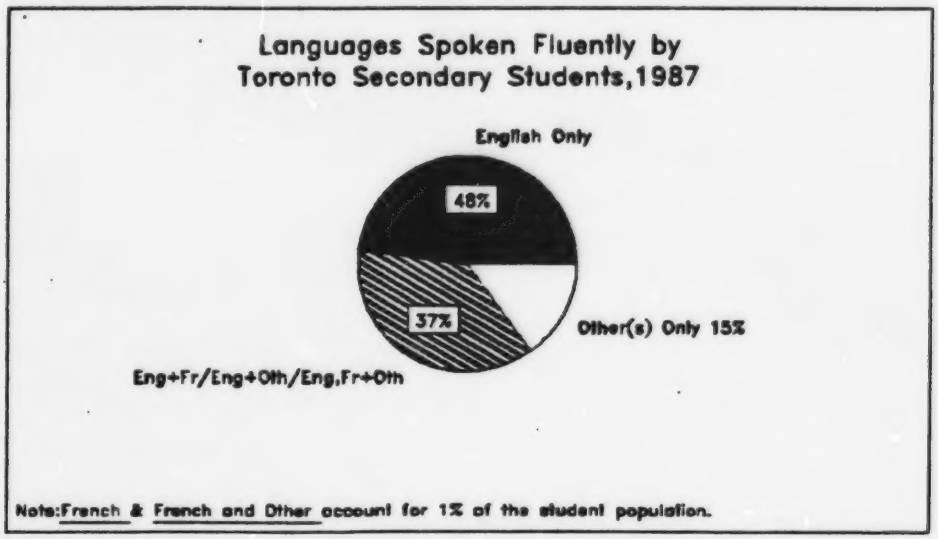


**Figure 7: First Language Spoken Fluently by Secondary Students**

## 2.5 Parental Presence at Home

Two-thirds (65%) of the secondary school students live in two-parent households, 20% live with their mothers only, 5% with their fathers only, and 10% are living with guardians or independently. (See Figure 8.)

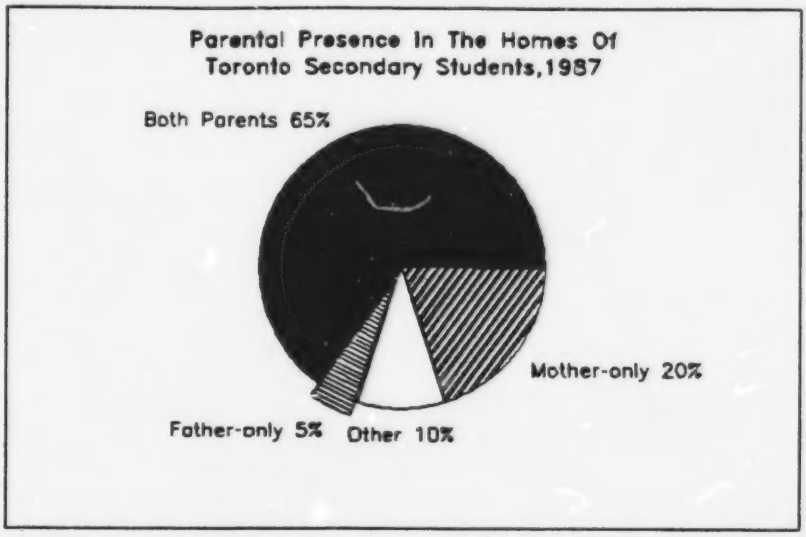


**Figure 8: Parental Presence**

Approximately one-third of the Black (38%) and Native Canadian (30%) students come from mother-led households. (See Figure 9 and Appendix 7.) Asian and White students, on the other hand, are more likely to come from two-parent home environments. Variations within the Asian and White groups are presented in Appendix 18. It is worth noting that the Vietnamese students have the highest percent (22%) living with "Others".

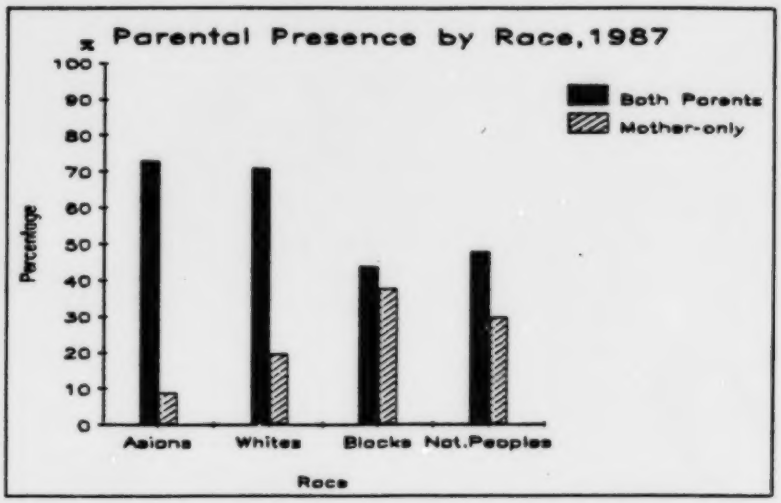


Figure 9: Parental Presence by Race

## 2.6 Socio-economic Status

Parents' occupations are used as an indicator of the students' socio-economic status (SES). Instead of using the Blishen scale to organize occupations into meaningful SES categories, as in the previous Grade 9 surveys, a scale developed by Pineo, Porter and McRoberts (1977) was used. Compared to the Blishen scale, the latter is simpler to interpret, more self-explanatory, less cumbersome to code, easier to accommodate new occupations that arise and less sensitive to salary fluctuations and changes in the social standing of various occupations over time.

The sixteen SES categories proposed by Pineo, Porter and McRoberts, (see Appendix 8,) have been collapsed into four major categories in this report: "professional/high managerial"; "semi-professional/technical/middle-to-low managerial"; "skilled clerical and blue collar"; and "unskilled clerical and manual". For the sake of clarity and simplicity, several graphs (e.g. Figure 10) will further collapse the original sixteen categories into only two (high and low) groupings. The "non-remunerative" category created for this report includes housewives, students, pensioners, retirees, welfare recipients and others.[2] Some typical examples of occupations in the SES categories are presented in Table 1.

2. Because of the age of the Toronto secondary students, it is not surprising that fewer than 2% reported their parents as retirees or pensioners. In fact, 32% of parents in the non-remunerative category are single mothers who are homemakers.

## Table 1: Socio-economic Status of Toronto Secondary Students, 1987

| SES Category | Illustrative Occupations of Parents | Percent* % |
|---|---|---|
| Professional/high managerial | Accountant, lawyer, dentist, university professor, doctor, social worker, school teacher, pharmacist, vice-president of company | 22 |
| Semi-professional/ technical/middle to low managerial | Nurse, draftsperson, computer programmer, photographer, restaurant owner, trades supervisor, construction foreman | 22 |
| Skilled and semi-skilled white and blue collar | Bookkeeper, secretary, bank teller, sales clerk, real-estate agent, nurse's aide, carpenter, electrician, chef, sewing machine operator | 32 |
| Unskilled clerical and manual | Taxi-driver, construction labourer, janitor, security guard, service station attendant, waiter, babysitter | 15 |
| Non-remunerative | Unemployed, retired, housewife, student, pensioner, welfare recipient | 9 |
| Total % | | 100 |
| | | (N=16610) |

* This distribution includes family types where one or both parents are present. In case of two-parent families, the parent with higher ranking is used to represent both.

Missing or uncodeable information = 11325.

Table 1 also shows the distribution by SES categories.[3] The skilled and semi-skilled (32%) comprise the single largest group, followed by professional and semi-professional (22% each) and unskilled (15%). Students from families without remunerative occupations make up 9% of the population.

Further analysis of SES by parental presence yields some interesting findings. (See Figure 10.) Students from father-only households tend to be most affluent and those from the mother-only families seem to be the least affluent. The non-remunerative category describes 7% of two-parent families, 4% of father-only families, and 20% of mother-only families.

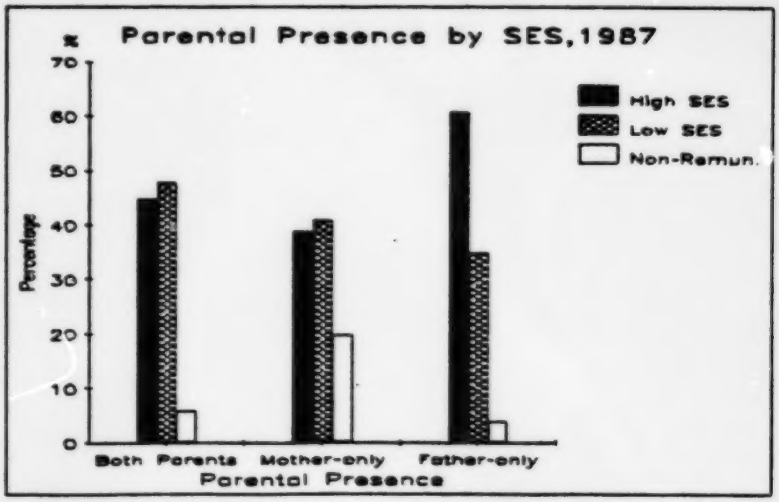


Figure 10: Parental Presence by SES

3. In case of the two-parent households, the parent with a higher ranking on the Pineo, Porter and McRobert scale has been selected to represent both parents. Students who do not live with parents are omitted because information on parental occupations for this group of students is not collected. Furthermore, it should be noted that there is as high as forty percent of missing or uncodable information on parental occupations.

The distribution of SES by students' birthplace shows that a higher percentage of Canadian-born, compared to foreign-born, is found in the high SES categories. It is obvious from Figure 11 that the proportion of foreign-born students decreases as SES moves from unskilled to professional. The pattern is reversed for the Canadian-born. Another way of looking at this is the ratio of Canadian-born to foreign-born students is 4:1 among the professionals, but almost 1:1 among the unskilled.

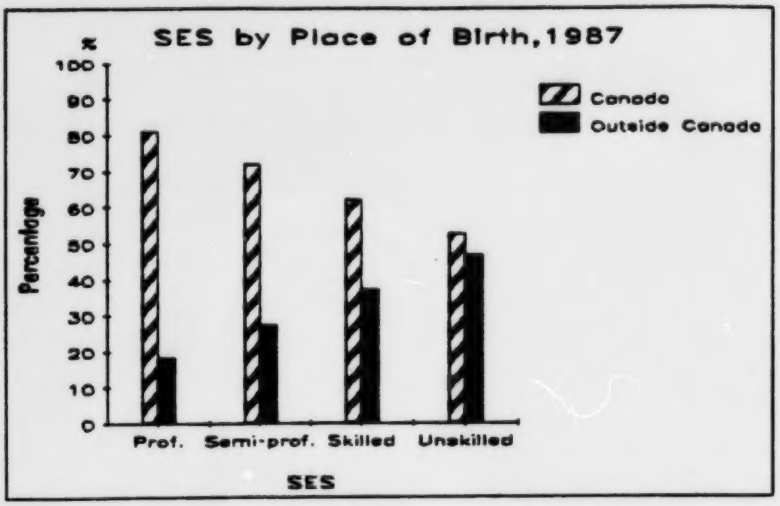


Figure 11: SES by Birthplace

The proportion of students from different SES backgrounds seems to vary according to race. Figure 12 indicates that White students, in general,[4] have the highest proportion (48%) coming from the high SES category and Asian students the lowest proportion (30%). (Also see Appendices 9 and 18.)

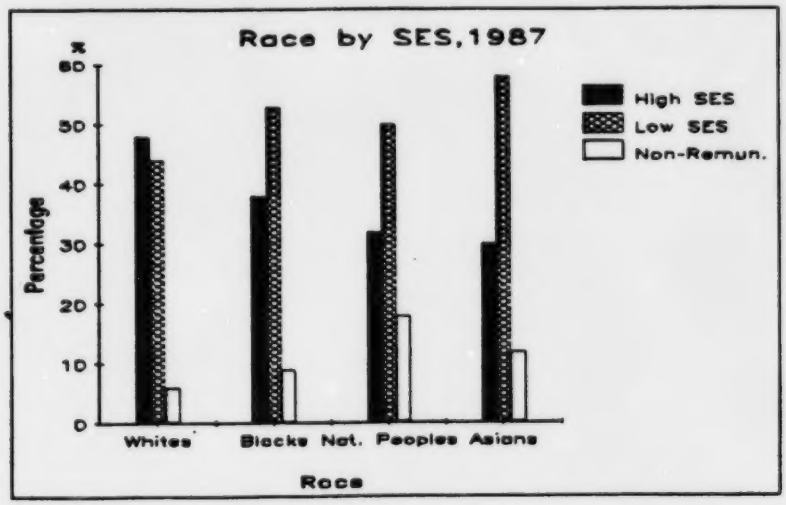


**Figure 12: Race by SES**

## 2.7 Student Characteristics over Time, 1980-87

Comparisons to two earlier surveys (1980 and 1983) allow us to trace changes which have occurred over time. Table 2 summarizes the changes in five demographic characteristics for all Grade 9 students between 1980 and 1987.

4. Ethnic variation among the White professionals ranges from 63% for the Jewish to 1% for the Portuguese. (See Appendix 18.)

## Table 2: Summary of Changes in Selected Student Characteristics, 1980-8

| CHARACTERISTICS | | 1980[1] (%) | 1983[2] (%) | 1987[3] (%) |
|---|---|---|---|---|
| GENDER | Male | 52 | 53 | 55 |
| | Female | 48 | 47 | 45 |
| PLACE OF BIRTH | Canada | 63 | 63 | 62 |
| | Asia | 10 | 14 | 19 |
| | Europe | 16 | 13 | 7 |
| | Caribbean | 5 | 4 | 4 |
| | South + Central America | 3 | 4 | 4 |
| | Other | 3 | 2 | 4 |
| FIRST LANGUAGE(S) | English Only | 51 | 49 | 53 |
| | English and Other | 24 | 24 | 16 |
| | Other(s) Only | 25 | 27 | 31 |
| RACE | White | 77 | 72 | 69 |
| | Asian | 15 | 20 | 22 |
| | Black | 7 | 7 | 8 |
| | Native Peoples | 1 | 1 | 1 |
| PARENTAL PRESENCE AT HOME | Both | 74 | 71 | 66 |
| | Mother | 18 | 20 | 21 |
| | Father | 3 | 3 | 5 |
| | Other | 5 | 6 | 8 |
| SES* | High | 37 | 37 | 45 |
| | Low and Non-Remunerative | 62 | 63 | 55 |

1 Grade 9 students only. (Research Report #161). SES for 2-parent families based on father's occupation.
2 Grade 9 students only. (Research Report #174). SES for 2-parent families based on father's occupation.
3 In order to compare the 1987 data with those of 1980 and 1983, only Grade 9 students' data are included in this table.
* The Blishen scale was divided in half to produce the high and low SES categories for the 1980 and 1983 data. See Section 2.6 for the derivation of the high and low SES categories for the 1987 data.

The data show that the proportion of Grade 9 students born in Canada, the Caribbean, and South and Central America has remained relatively constant between the early and the late 1980s. But the proportion of Grade 9 students born in Europe and Asia has changed quite dramatically. The percentage of those who came from Europe has dropped from 16% in early 1980s to 7% in 1987; but over the same period of time the percentage of students from Asia has increased from 10% to 19%.

Changes in the racial makeup of the student population reflect the changes discussed above. For example, the proportion of White students has fallen from 77% in 1980 to 69% in 1987, while the Asian group has grown from 15% to 22% over the same period. The proportion of Blacks and Native People has remained fairly constant.

Interestingly, among all Grade 9 students, the percentage of those whose first language is English has increased slightly, while the proportion for the "English and Other(s)" group has dropped quite significantly from 24% in 1980 and 1983 to 16% in 1987. On the other hand, the proportion of Grade 9 students whose first language is "Other(s) only" has risen steadily from 25% in 1980 to 27% in 1983 and 31% in 1987.

As far as family structure is concerned, the proportion of two-parent families has fallen steadily from 74% in 1980 to 71% in 1983 and to 66% four years later, while the proportion of those who live with single parents or guardians or living independently has increased gradually.

Table 2 also indicates a significant change in the socio-economic background of our Grade 9 student population over the seven-year period. In 1980 and 1983, well over 60% of the parents held jobs which fell into the low SES or non-remunerative categories. In 1987, the percentage of low SES and non-renumerative groups among Grade 9 students dropped to 55%. On the other hand, the percentage of high SES groups have increased from 37% in early 1980s to 45% in 1987. Unfortunately, 1986 census data are not yet available, and we cannot corroborate this finding by comparison to any other existing data base. It is also conceivable that changes in occupation titles over almost twenty years do not parallel changes in socio-economic status, but we have no evidence of this.

# 3 PROGRAM PLACEMENT

## 3.1 Distribution of Students by Type of School and Level of Study

Half of the students attend collegiates while relatively few (7%) are enrolled in schools offering predominantly Basic level programs. (See Figure 13.) About one-quarter of the students attend commercial or technical schools. Also, 12% of the students attend secondary schools that offer a combination of Advanced academic, commercial and/or technical courses (e.g., Northern and West Toronto).

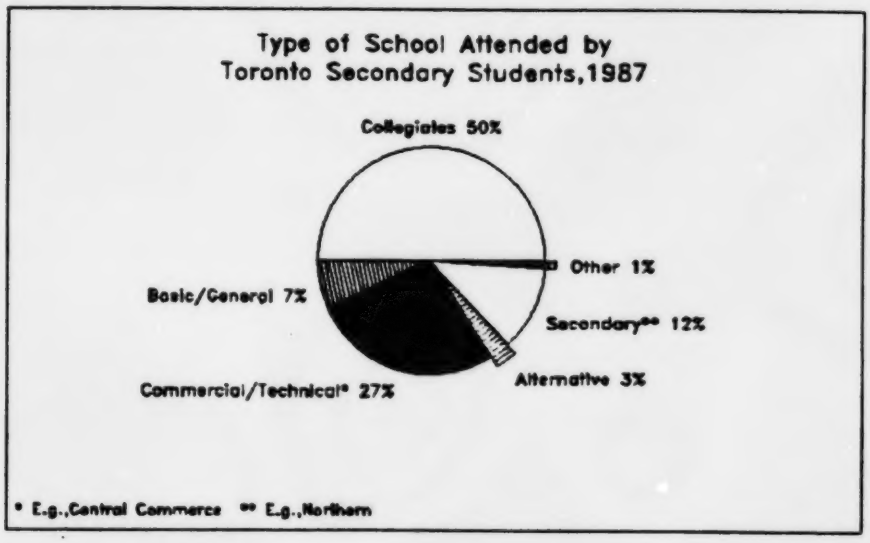


**Figure 13: Distribution by Type of School**

The level of study of students' programs is, of course, closely related to the kind of school which they attend. Figure 14 shows that nearly three-quarters of students are taking Advanced level programs, about a fifth are enrolled in mainly

General level programs, while few (7%) are taking programs mainly at the Basic level.[5]

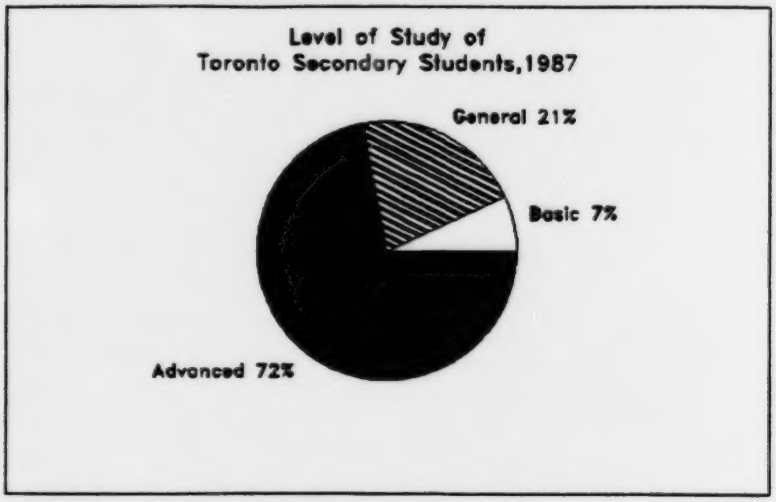


**Figure 14: Distribution by Level of Study**

Table 3 shows the distribution of Grade 9 students among the three levels of study over time. Since 1980, the proportion of Grade 9 students at the Advanced level has been rising steadily from just over half to closer to two-thirds of all Grade 9 students by 1987. Decreases in enrolment have been small at the General level, but substantial at the Basic level. The percentage of Grade 9 students enrolled in Basic level programs has dropped steadily from almost 20% in 1980 to 10% 1987.

5. The 224 students classified as Advanced-ESL attending Greenwood Secondary School are omitted from Figure 14.

**Table 3: Level of Study over Time, 1980-87 (Grade 9 Students)**

| | 1980 | 1981 | 1982 | 1983 | 1987 |
|---|---|---|---|---|---|
| Advanced | 52% | 56% | 57% | 58% | 64% |
| General | 29% | 28% | 26% | 28% | 26% |
| Basic | 19% | 17% | 17% | 14% | 10% |

## 3.2 Gender and Level of Study

Figure 15 shows that proportionately more female students are enrolled in Advanced level programs than male: 75% compared to 68%. Conversely, more male students are enrolled in General and Basic level programs.

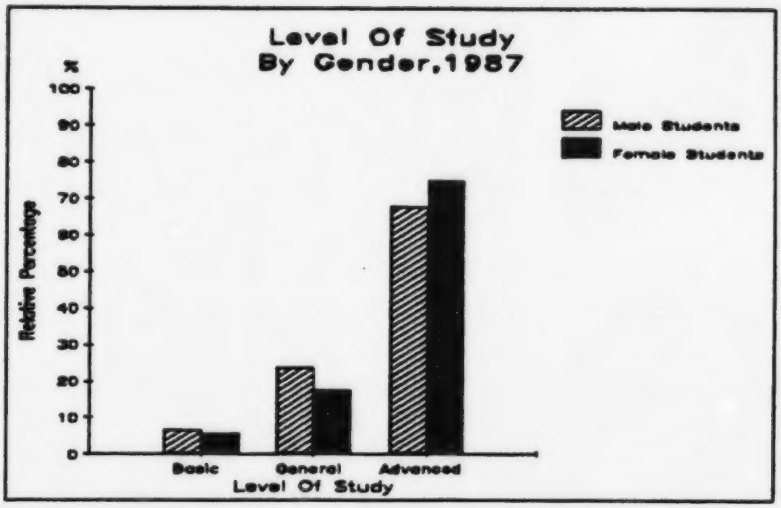


**Figure 15: Level of Study by Gender**

### 3.3 Birthplace and Level of Study

Figure 16 indicates that a higher proportion of Canadian-born students in each racial group are taking Advanced level programs than the proportion of the non-Canadian-born students. For example, 64% of Canadian-born Black students are in Advanced level programs compared to 49% of foreign-born Black students. (Also see Appendix 11.)

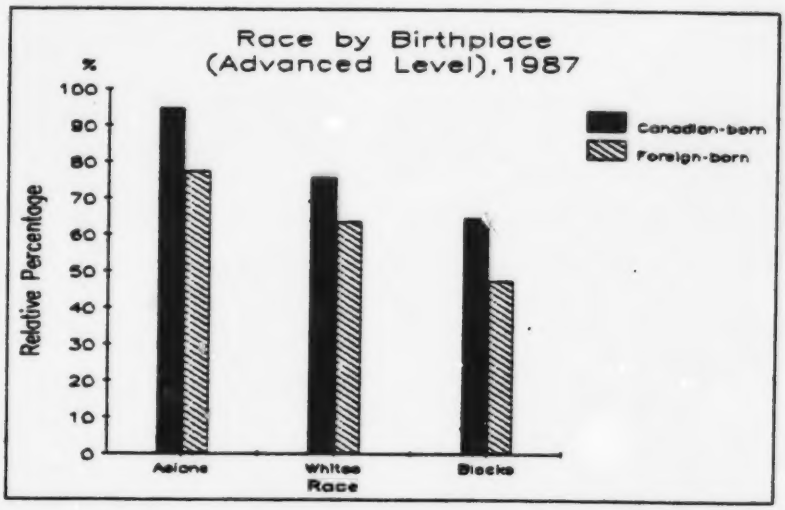


**Figure 16: Race by Birthplace (Advanced Level)**

### 3.4 Race and Level of Study

Figure 17 shows that Asian students are most likely to be studying at the Advanced level while Native students are least likely to be studying at the Advanced level. The previous grade nine survey (Wright and Tsuji, 1984, p.55) found the same kind of relationship between race and program placement, although the actual percentage of Grade 9 students of each race studying at the Advanced level has increased since 1983, most especially for Black and White students. (See Section 3.9 below.) Among Asians, high enrolment in Advanced level programs is most true for East Asians and in particular for the Koreans; among Whites, it is most true for the Jewish group. (See Appendices 10 and 18.)

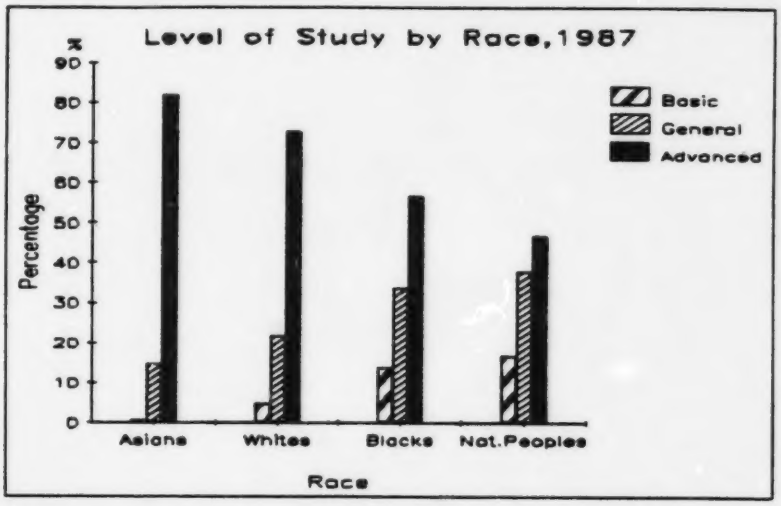


**Figure 17: Level of Study by Race**

However, it is worth noting that variations among the White ethnic groups are great. For example, the proportion of Portuguese in Advanced programs (51%) is more similar to that of the Blacks (53%) than to other White ethnic groups. The

variations among the Asian ethnic groups are not as dramatic; nonetheless, the difference between the Koreans (93%) and the Vietnamese (73%) in enrolment in Advanced level programs is still substantial. It should, however, be noted that the Vietnamese enrolment rate in Advanced level programs is nearly identical to the overall rate (72%). (See Appendix 18.)

More detailed analyses show that the relationship between level of study and race holds for both genders. (See Figures 18 and 19.) Among the males, Asians have the highest percentage in Advanced Programs (81%), followed by White students (67%). The Blacks (15%) and Native People (20%), on the other hand, have the highest percentages in the Basic and General level programs. The same can be said about the females from the various racial groups.

The earlier finding that females are more likely than males to be in Advanced programs (Figure 15) is observed again for each racial group (Figures 18 and 19). This difference is most apparent among the White students.

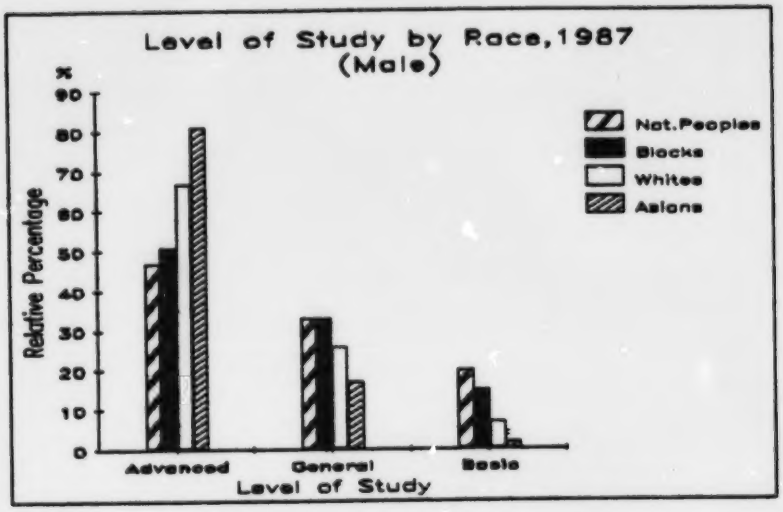


**Figure 18: Level of Study by Race (Male)**

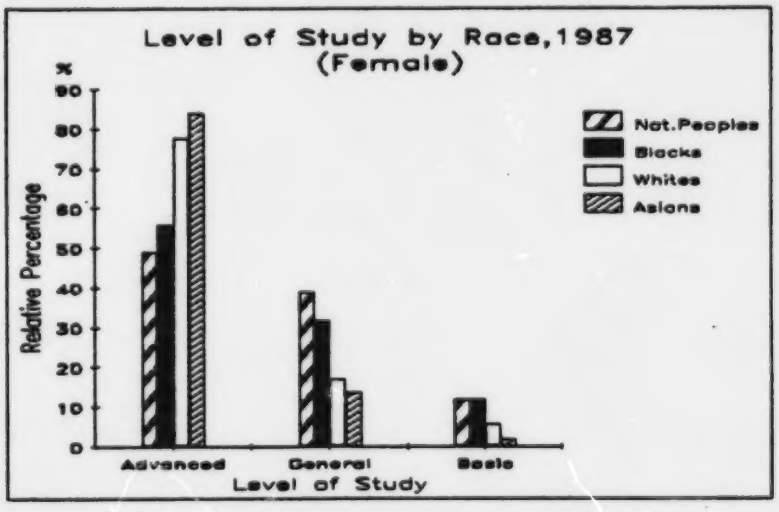


**Figure 19: Level of Study by Race (Female)**

### 3.5 Language and Level of Study

Figure 20 indicates that the Basic level programs have a slightly higher percentage of students whose first language is English only. The Advanced level programs, on the other hand, have a slightly higher percentage of students whose first languages include English and "Other(s)". Overall, this bilingual heritage group has a slightly lower rate of participation in Basic/General level programs and slightly higher participation in the Advanced level programs than the other two language groups.

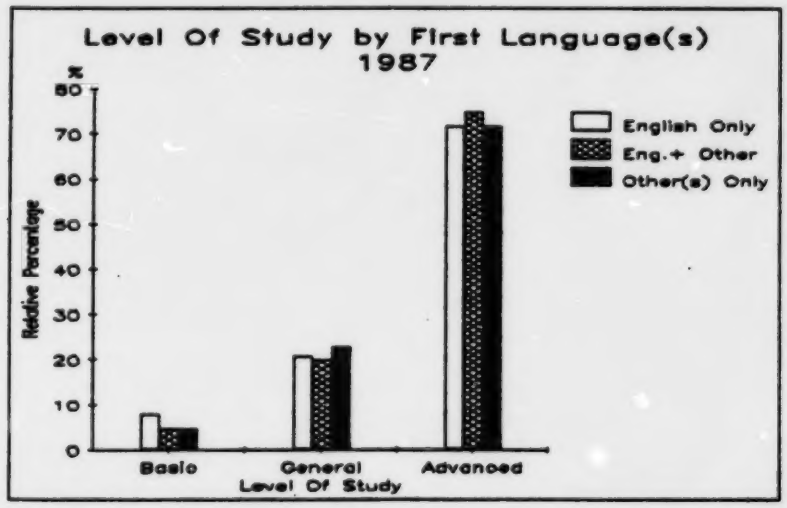


**Figure 20: Level of Study by First Language(s)**

### 3.6 Parental Presence and Level of Study

Figure 21 explores the relationship between parental presence at home and program placement. Among students in Basic level programs, one-third (31%) come from mother-only households and half (55%) from two-parent homes. Among students in the Advanced and General levels, about two-thirds have both parents at home, and approximately one-fifth have only mothers at home.

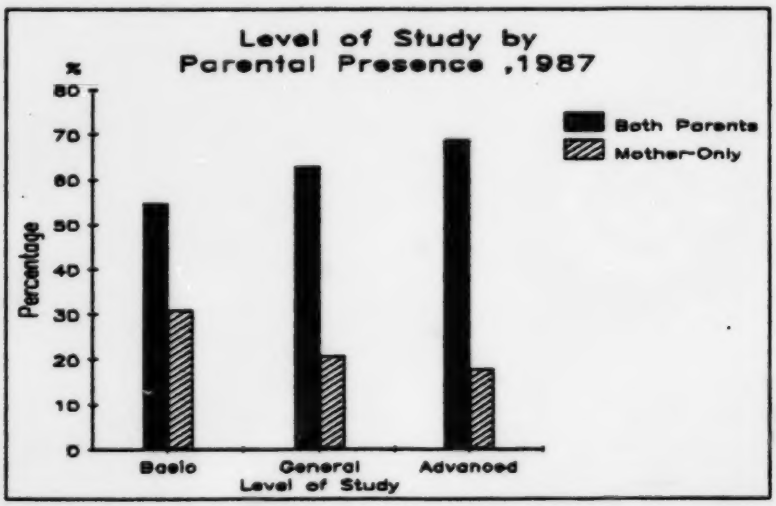


Figure 21: Level of Study by Parental Presence

### 3.7 Socio-economic Status and Level of Study

A relationship exists between level of study and socio-economic status (SES). Figure 22 shows that high SES students are more likely than low SES students to enrol in Advanced level programs. Conversely, low SES students are more likely than high SES students to enrol in Basic and General level programs. The percentage of students enrolled in Advanced programs gets progressively smaller as one moves from the professional (94%) to the unskilled (60%) category. The reverse is true for the Basic and General level programs. This pattern persists regardless of whether the students come from two-parent or single-parent homes. (See also Appendix 12.)

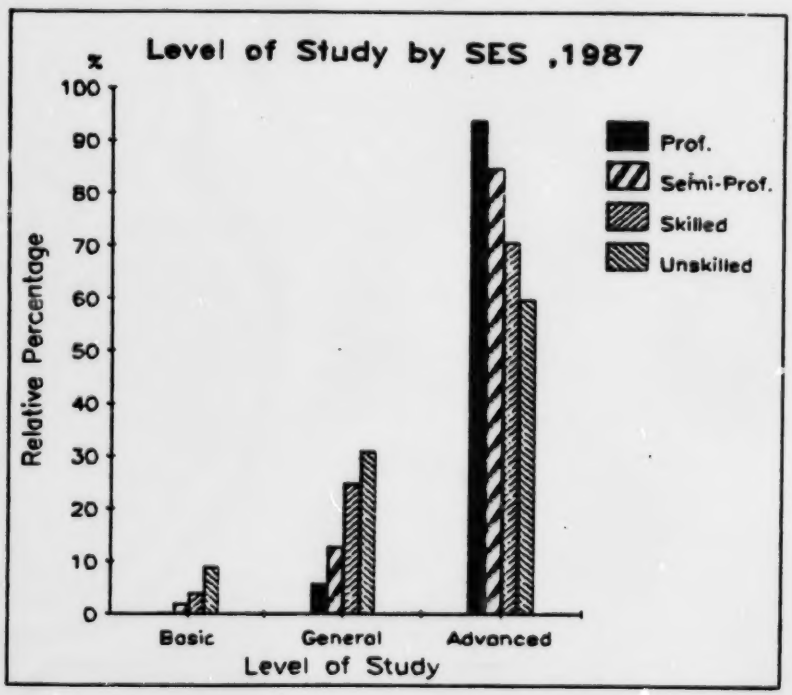


**Figure 22: Level of Study by SES**

Such findings are consistent with those reported in the 1984 Grade 9 survey. Although a different SES scale was used, the findings are essentially the same:

> ... there is a clear pattern which shows that students with parents in the upper occupational category are almost twice as likely to be taking their courses at the Advanced level as students whose parents are in the lowest occupational category. (Wright and Tsuji, 1984, p.60.)

It should be noted, however, that the percentage of Grade 9 students from a low SES background enrolled in Advanced level programs has increased from 48% in the last report to 57% in this survey. (For more details, see p.35 and Table 23.)

The relationship between level of study and SES remains after controlling for race. An examination of the three largest racial groups (Whites, Blacks and Asians) again reveals a decrease in representation of students in Advanced level programs as SES category goes down from high to low within each racial group. (See Figure 23.)

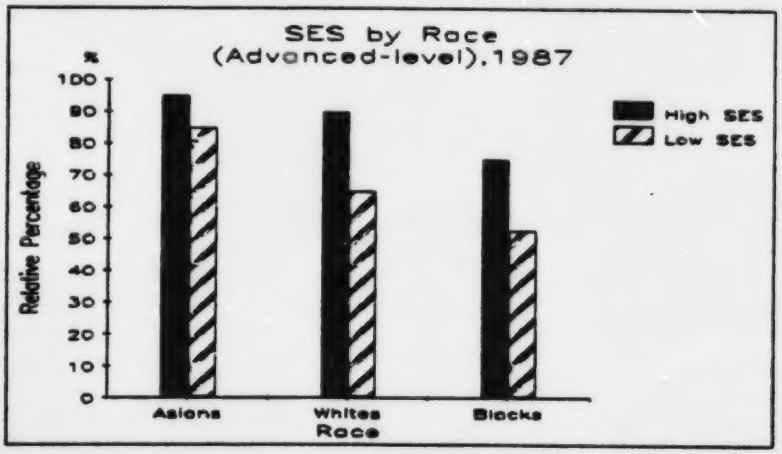


**Figure 23: SES by Race of Students (Advanced Level)**

To put this differently, White high SES students are more likely to attend Advanced programs than White low SES students. The same can be said about high and low SES Black and Asian students. However, it is worth noting that the magnitude of difference between high SES and low SES students in the Advanced programs is greatest for Whites, (90% vs 65%) and smallest for Asians (95% vs 85%). Low SES does not appear to be as significant an obstacle to enrolment in Advanced level programs for the Asians as for Whites and Blacks. The percent of Asians in Basic-level programs is low regardless of SES. (See Appendix 13.) While the relationship between social class and level of study is constant across race, its degree of impact differs by race. Both Whites and Blacks, for example, are over-represented in Basic level programs while Asians by way of contrast are over-represented at the Advanced level of study. Similarly students whose parents are unskilled or fall into the low SES categories are over-represented in Basic level programs while students whose parents are professionals are over-represented at the Advanced level of study.

## 3.8 Student Characteristics by Level of Study in 1987: A Summary

Table 4 summarizes the characteristics of students enrolled in the different levels of study based on the findings presented thus far.

**Table 4: Student Characteristics by Level of Study, 1987**

| STUDENT CHARACTERISTICS | | ALL LEVELS* 100% (N=27935) | ADVANCED LEVEL* 72%* (N=18701) | GENERAL LEVEL* 21%* (N=5570) | BASIC LEVEL* 7%* (N=1784) |
|---|---|---|---|---|---|
| GENDER | Male | 53% | 50% | 60% | 58% |
| | Female | 47% | 50% | 40% | 42% |
| PLACE OF BIRTH | Canadian-born | 58% | 61% | 57% | 55% |
| | Foreign-Born | 42% | 39%[1] | 43%[2] | 45%[3] |
| FIRST LANGUAGE(S) | English Only | 51% | 51% | 49% | 62% |
| | English + Other | 17% | 17% | 16% | 12% |
| | Other(s) Only | 32% | 32% | 35% | 26% |
| RACE** | White | 62% | 62% | 64% | 69% |
| | Asian | 24% | 27% | 18% | 8% |
| | Black | 7% | 5% | 11% | 16% |
| PARENTAL*** PRESENCE AT HOME | Both Parents | 66% | 69% | 63% | 55% |
| | Mother Only | 20% | 18% | 21% | 31% |
| | Father Only | 5% | 5% | 4% | 4% |
| SES | Professional | 22% | 28% | 7% | 2% |
| | Semi-Professional | 22% | 25% | 15% | 13% |
| | Skilled/semi-skilled | 31% | 29% | 40% | 31% |
| | Unskilled | 15% | 11% | 24% | 32% |
| | Non-remunerative | 9% | 7% | 14% | 22% |

* The percent distribution of students by program is based on the 26055 students who reported these three types of programs. There were an additional 224 students in Advanced ESL programs and another 1656 students who gave no information about their level of study.

** Only the three largest racial groups are listed. The Asian group includes East Asians, South-East Asians and South Asians.

*** The percentages in this category do not add up to 100% because the figures for those students living with "Other(s)" are not presented in this table.

1 Most of these foreign-born students came from East Asia (20%) and S.E. Asia (24%).

2 The four major areas where these students came from are S.E. Asia (24%), Europe (23%), the Caribbean (16%) and East Asian (13%).

3 Most of these students came from Europe (33%) and the Caribbean (20%).

## 3.9 Relationship Between Level of Study and Student Characteristics over Time, 1970-1987

Table 5 summarizes the relationship between level of study - the one performance variable in which we have data over time - and gender, birthplace, first language, race, SES and parental presence in the home. Clearly, the significance of these student characteristics for level of study has persisted over time.

**Table 5: Significant Relationships between Level of Study and Student Characteristics, 1970-87**

| RELATIONSHIPS | 1970[1] | 1975[2] | 1980[3] | 1983[4] | 1987[5] |
|---|---|---|---|---|---|
| Gender by Level of Study | Yes | Yes | Yes | Yes | Yes |
| Place of Birth/First Language(s)* by Level of Study | Yes | Yes | Yes | Yes | Yes |
| Race by Level of Study | nd | nd | Yes | Yes | Yes |
| Parental Presence by Level of Study | nd | nd | Yes | Yes | Yes |
| SES by Level of Study | Yes | Yes | Yes | Yes | Yes |

1 All students. (Research Reports #91 and #98).
2 All students except for SES which refers to secondary school students only. (Research Reports #138 and #139).
3 Grade 9 students only. (Research Report #161). SES for 2-parent families based on father's occupation.
4 Grade 9 students only. (Research Report #174). SES for 2-parent families based on father's occupation.
5 All secondary school students.

nd = No data.

* Earlier surveys combined these two variables into four categories
1) Born in Canada, English/French first language;
2) Born in Canada, English/French not first language;
3) Foreign-born, English/French first language; and
4) Foreign-born, English/French not first language.

Female students are more likely to take Advanced level programs than males. And generally, Canadian-born students for whom English is a second language tend to have slightly higher representation in Advanced level programs than those who are foreign-born and learned a first language other than English or French.

Also, Asian students, followed by White students, are more likely to take Advanced level programs than Black and Native students. Students from high SES households are more likely to take Advanced level programs than those from low SES homes. Students from two-parent households tend to have a higher representation in Advanced programs than those from mother-only homes. These relationships have shown a remarkable persistence over time.

Nevertheless, it is important to point out that despite the similar patterns over time, 1987 data do indicate an upward move in Grade 9 program enrolment across <u>all</u> racial and SES groups. (See Tables 6 and 7.) For example, the percentage of Black students enrolled in Grade 9 Advanced level programs has increased from 38% in 1983 to 45% (an 18% increase) in 1987, while White students have increased from 56% to 65% (a 16% increase) and Asians from 75% to 76% (a 1% increase). As far as Basic level programs are concerned, the percentage of Black students in Grade 9 studying at this level of study has dropped by 28% (from 29% to 21%) over the past four years, while the

percentage of Asian students studying at the Basic level has declined by 6%.

Similarly, the proportion of the low SES group (mainly blue collar) represented at the Advanced level has risen from 48% to 57% in 1987 (a 19% increase), whereas that of the professional group has changed from 91% to 94% (a 3% increase). Indeed, the overall percentage of Grade 9 Advanced program enrolment has increased by 10% over the four-year period from 58% in 1983 to 64% in 1987.

**Table 6: Level of Study and Race over Time, 1983-87 (Grade 9 Students)**

| RACE | 1983 | | | 1987 | | |
|---|---|---|---|---|---|---|
| | Advanced | General | Basic | Advanced | General | Basic |
| Black | 38% | 33% | 29% | 45% | 34% | 21% |
| White | 56% | 29% | 15% | 65% | 26% | 9% |
| Asian | 75% | 18% | 7% | 76% | 21% | 3% |
| Overall | 58% | 28% | 14% | 64% | 26% | 10% |

**Table 7: Level of Study and SES over Time, 1983-87 (Grade 9 Students)**

| SES | 1983 | | | 1987 | | |
|---|---|---|---|---|---|---|
| | Advanced | General | Basic | Advanced | General | Basic |
| Professional | 91% | 8% | 1% | 94% | 6% | <1% |
| Blue-collar | 48% | 34% | 18% | 57% | 35% | 8% |
| Overall | 58% | 28% | 14% | 64% | 26% | 10% |

# 4 STUDENT ACHIEVEMENT (I): CREDIT ACCUMULATION

This chapter and the following one are an extension to the previous Grade 9 surveys. Aside from understanding the social and demographic characteristics and program placement of students, the Race Relations Committee has also expressed its interest in the students' school achievement. In the remainder of the report, students' achievement will be examined from two perspectives: (i) credit accumulation, and (ii) school marks. In this chapter, credit accumulation will be discussed in relation to students' demographic and social background.

The data on students' accumulated credits are derived from the OSR (Ontario Student Record) History File maintained by the Computer Services Department. Since the OSR History File does not record courses that students have failed, an examination of the total number of credits a student has accumulated compared to the average number accumulated by students per year can be used as one indicator of his/her rate of school performance, since number of credits is reduced by course failure.

In the following sections, we look at number of credits accumulated by age 15. Students who have accumulated fewer than one full year (eight credits) by this age have probably either failed some of their secondary school courses, failed to receive credit for one full year in elementary school, or both. Failure to accumulate secondary credits as well as failure and grade

repetition in elementary school are both highly predictive of secondary school non-completion (dropping out).

## 4.1 Gender and Credit Accumulation

Male students tend to complete credits at a slower rate than female students. Figure 24 shows that at age 15, 40% of the males have fallen behind the expected rate of credit accumulation as compared to about a quarter of the female students. In other words, more females than males have accumulated eight or more credits.

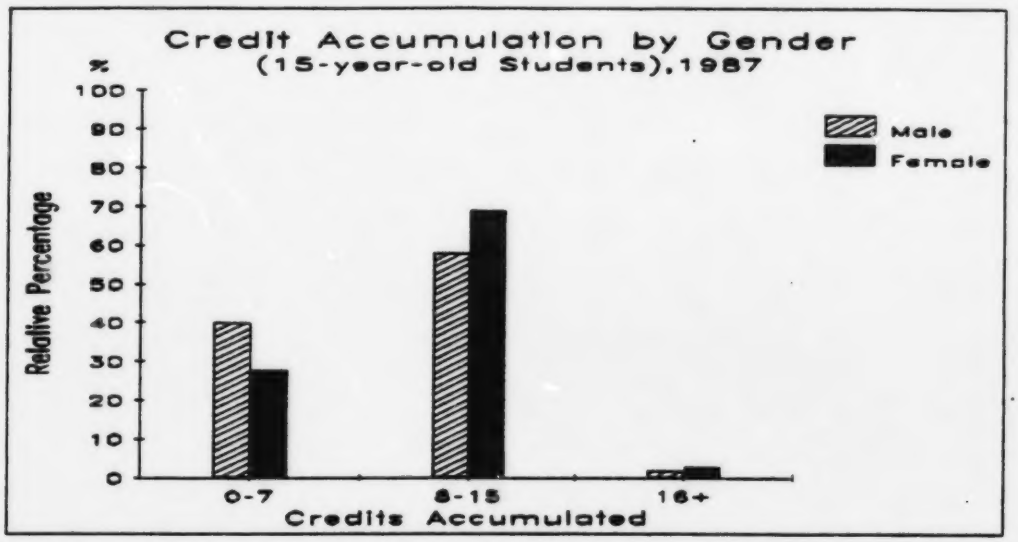


**Figure 24: Credit Accumulation by Gender**

## 4.2 Birthplace and Credit Accumulation

Figure 25 shows that 67% of 15-year-old Ontario-born students have completed 8-15 credits, which are within the expected range of credits for a 15-year-old student. But as many as 31% of their peers can be said to be performing below average, since they have accumulated less than the expected number of credits. A more detailed breakdown of the data by individual country shows that more students born in Jamaica (68%), Portugal (65%) Guyana (55%) and Vietnam (45%) are lagging behind in terms of credit accumulation. (See Appendix 14.) Because these 15-year-old students have fallen behind, they are particularly at risk as drop outs. On the other hand, more students from South Korea (81%) are performing well in this respect.

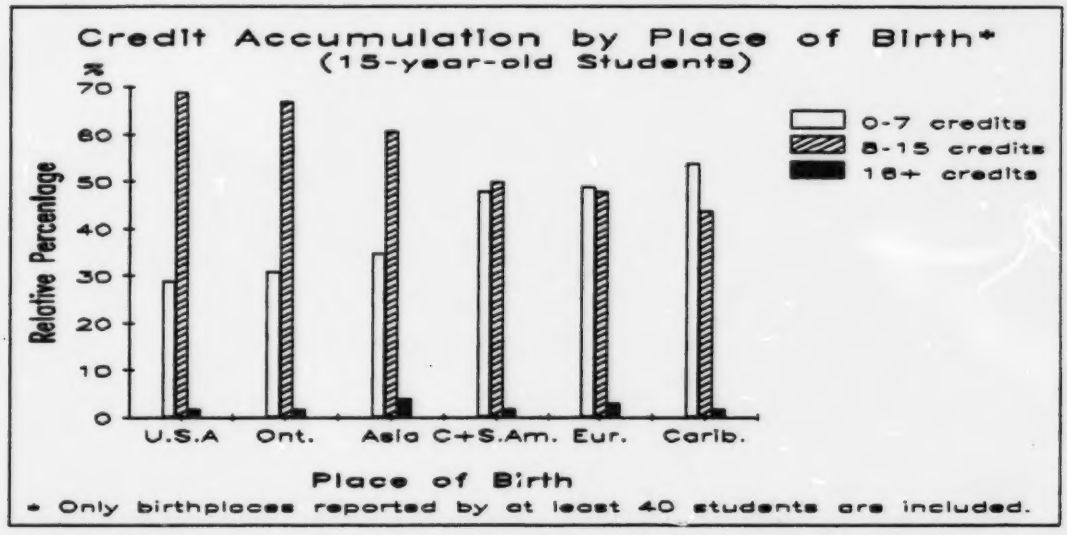


**Figure 25: Credit Accumulation by Birthplace**

## 4.3 Race and Credit Accumulation

Figure 26 shows that over half (54%) of the 15-year-old Black students have completed only 0-7 credits. In other words, about one-half of these students have already fallen behind by the time they reach 15 years of age. This compares to one-third (33%) of all White students and one-quarter (26%) of all Asian students who are behind in credit accumulation by age 15. (See Appendix 15.) However, a breakdown of the white students by ethnicity shows considerable variation. (See Appendix 18.) For example, the percent of 15-year-old students with fewer than eight credits ranges from 56% for the Portuguese to 16% for the Jewish. Similar observations can be made within the Asian racial group, where 46% of the Vietnamese students have completed only 0-7 credits as contrasted to 11% of the Korean students.

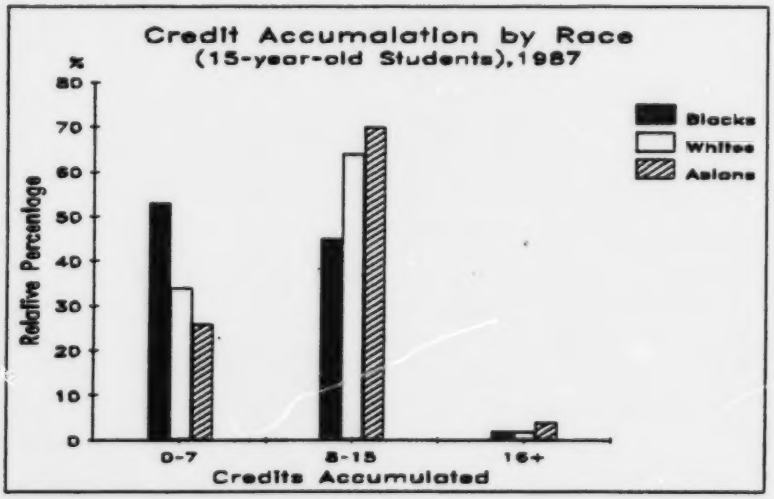


Figure 26: Credit Accumulation by Race

Figures 27 and 28 show the relationship between gender and the rate of credit completions by the three racial groups.

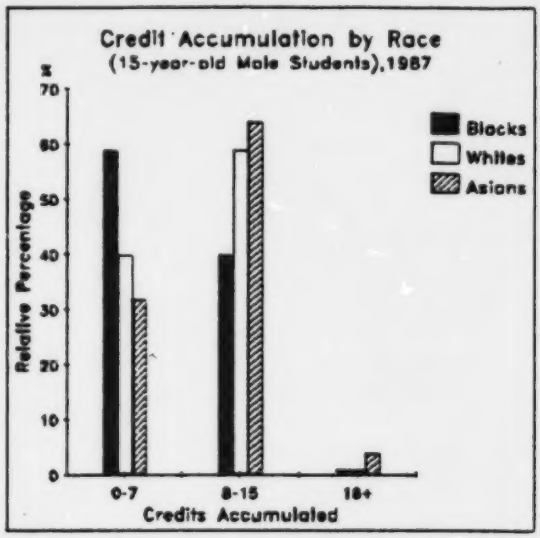


**Figure 27: Credit Accumulation by Race (Male)**

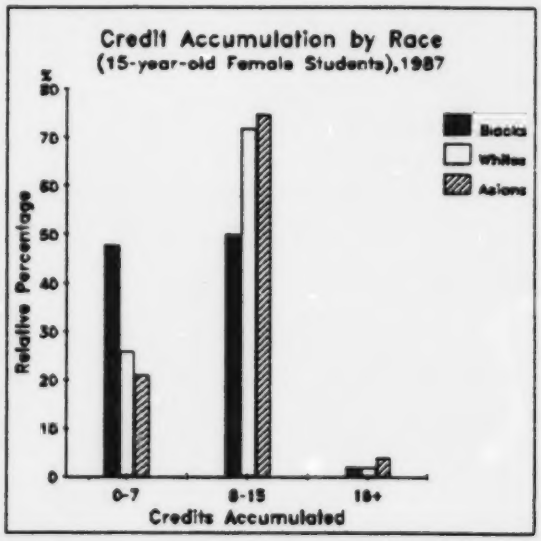


**Figure 28: Credit Accumulation by Race (Female)**

For both males and females, the relative rankings of the racial groups remain essentially the same. Within each gender, Asian students complete credits most quickly, followed by White and

then Black students. For all racial groups, the female students tend to outperform the male students.

When credit accumulations are examined by race and place of birth, two major trends emerge. One is that the relative performance of the three largest racial groups is the same for both Canadian-born and foreign-born students. (See Figures 29 and 30.) That is, within each of the birthplace groups, Asian students are most likely to be at the expected level of credit accumulations (ie. 8-15 credits), followed by White students and Black students. The second trend is that within each racial group, Canadian-born students are completing credits at a faster rate than foreign-born students.

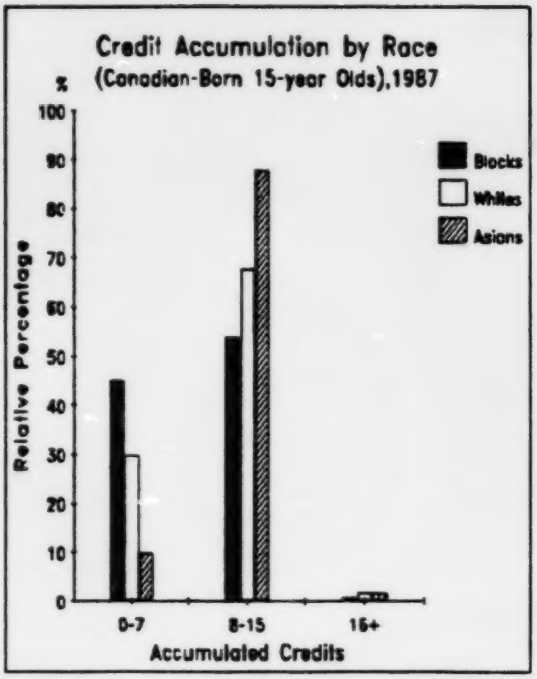


**Figure 29: Credit Accumulation by Race (Canadian-born)**

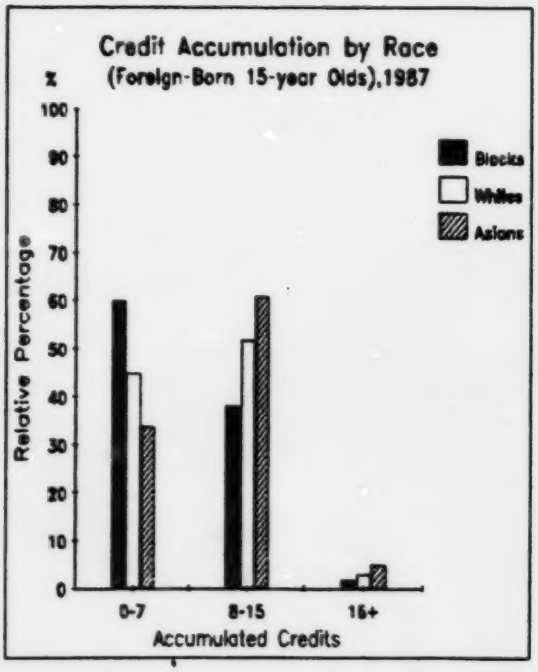


**Figure 30: Credit Accumulation by Race (Foreign-born)**

## 4.4 Language and Credit Accumulation

The relationship between first language(s) learned and the rate at which students complete secondary school credits is presented in Figure 31. It shows that students whose first language is "Other only" are most likely to lag behind in credit accumulation (40% with 0-7 credits), while those with "English and Other" as first languages are least likely to be behind (29% with 0-7 credits).

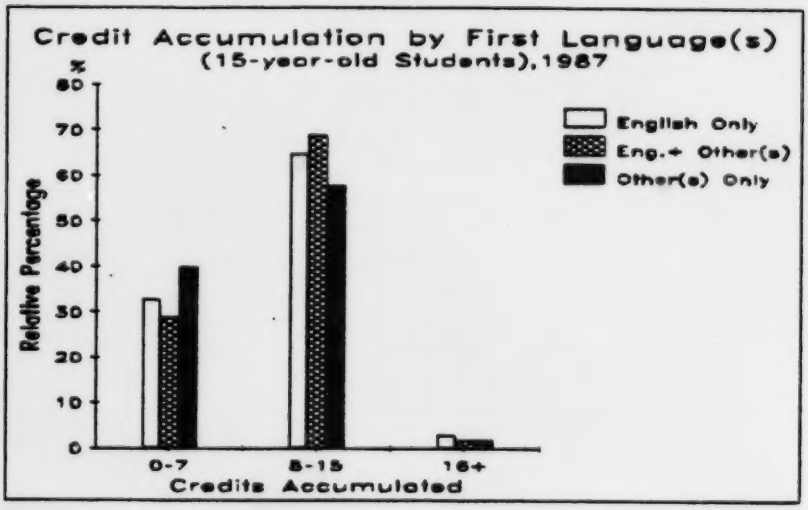


Figure 31: Credit Accumulation by First Language

## 4.5 Socio-economic Status and Credit Accumulation

Figure 32 shows the clear relationship between SES and credit accumulation. The higher the SES of the family, the more likely it is that the student performs at or above the average in terms of credit completion at age 15. (See Appendix 16.)

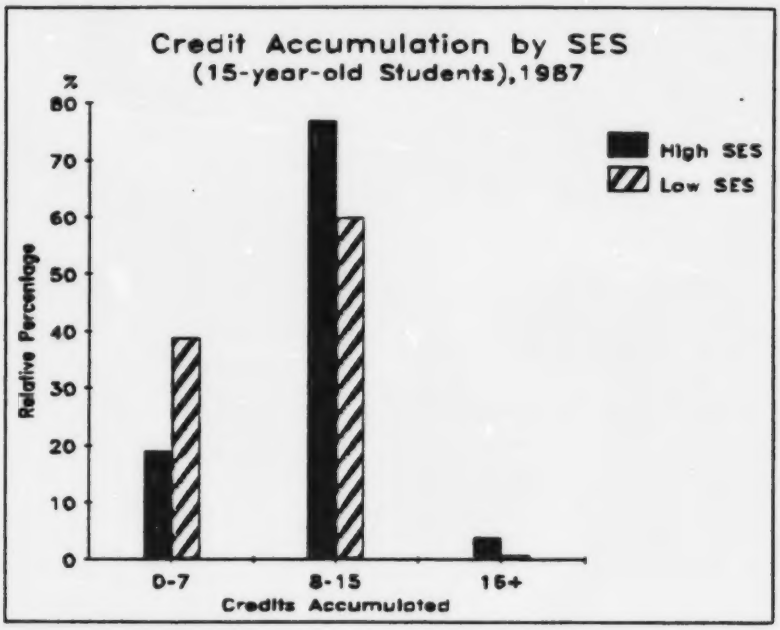


Figure 32: Credit Accumulation by SES

## 4.6 Parental Presence and Credit Accumulation

Parental presence in the home shows a relationship to credit accumulation. (See Figure 33 and Appendix 17.) Students from two-parent households tend to perform better than those from single-parent households.

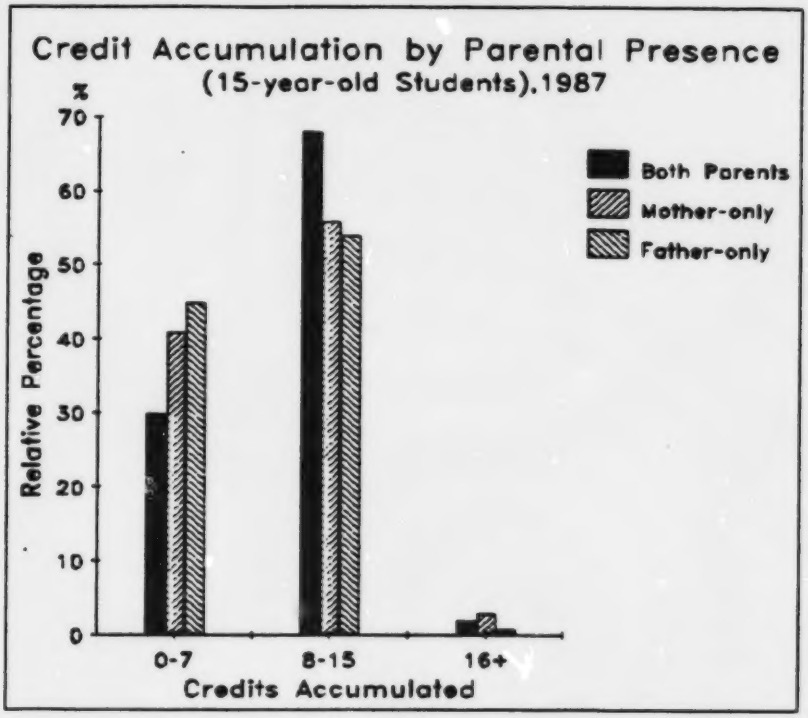


**Figure 33: Credit Accumulation by Parental Presence**

## 4.7 Level of Study and Credit Accumulation

Finally, Figure 34 shows the relationship between the rate at which credits are completed and level of study. Almost 90% of the students taking Basic level programs are lagging behind in terms of credit accumulation by the time they are 15 years of age. This falls to 21% of the students taking Advanced level programs. Only among students in Advanced level programs is the majority (75%) accumulating credits at a normal rate (8-15 credits).

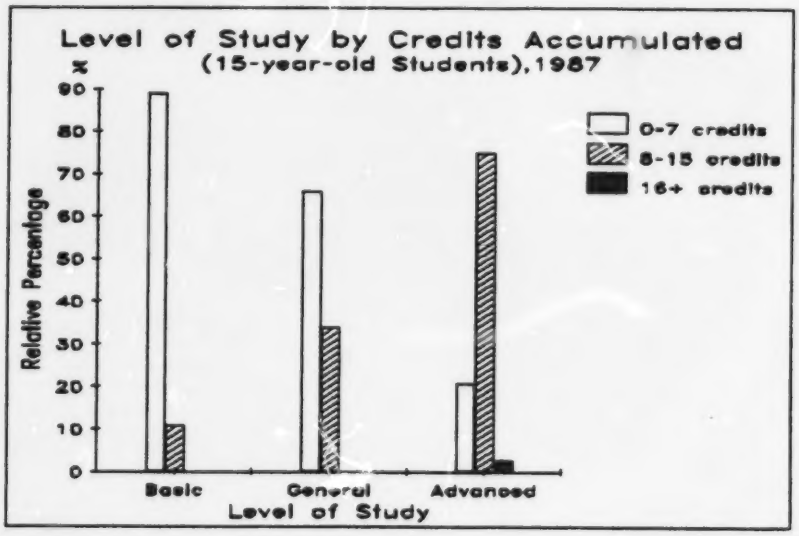


Figure 34: Level of Study by Credit Accumulation

## 4.8 Student Characteristics and Credit Accumulation: A Summary

Table 8 provides a concise summary of the student characteristics presented in the preceding section.

**Table 8: Student Characteristics by Credit Accumulation, 1987 (15-year-old Students)**

| STUDENT CHARACTERISTICS | | 0-7 Credits 34% (N=1264) | 8-15 Credits 64% (N=2376) | 16+ Credits 3% (N=94) |
|---|---|---|---|---|
| GENDER | Male | 40% | 58% | 2% |
| | Female | 27% | 70% | 3% |
| PLACE OF BIRTH | Canadian-born | 31% | 67% | 2% |
| | Foreign-born | 41% | 56% | 4% |
| FIRST LANGUAGE(S) | English Only | 33% | 65% | 3% |
| | English + Other | 29% | 69% | 2% |
| | Other(s) Only | 40% | 58% | 2% |
| RACE* | White | 34% | 64% | 2% |
| | Asian | 26% | 69% | 4% |
| | Black | 53% | 45% | 2% |
| PARENTAL PRESENCE AT HOME | Both Parents | 31% | 67% | 2% |
| | Mother Only | 43% | 54% | 3% |
| | Father Only | 44% | 55% | 1% |
| SES | Professional | 18% | 77% | 5% |
| | Semi-Professional | 32% | 66% | 2% |
| | Skilled/semi-skilled | 45% | 54% | 1% |
| | Unskilled | 45% | 54% | 1% |
| | Non-remunerative | 51% | 48% | 2% |

* Only the three largest racial groups are listed. The Asian group includes East Asians, Southeast Asians and South Asians.

# 5 SCHOOL ACHIEVEMENT (II): SCHOOL MARKS

In this final section, students' school marks will be examined in relation to program enrolment and the various demographic and social characteristics discussed in the earlier sections. The school marks in this study are based on the cumulative marks recorded in the OSR History File. It is understood that these cumulative marks are <u>not</u> standardized measures due to, for example, different programs of study and the variety of subjects individual students have enrolled in. To increase the comparability of their school marks, two steps are taken. First, the students' marks are compared separately according to their level of study. Second, only English and Mathematics credits, the two core subject areas, are used as indicators of students' academic achievement.[8] Each student thus has two average marks - one derived from the cumulative marks a student has obtained in his/her English credits taken since Grade 9, and the other from his/her cumulative Mathematics marks.

Since the OSR History File does <u>not</u> record students' failed marks, school achievement, in this particular section, has to be defined in terms of students' <u>rates of success</u>. That is, low achievers, whose marks are below 50, will not be included. For ease of analysis and interpretation, we classify the students' success rates into two major categories:

---

8. It should be pointed out that only the basic academic skills - English and Mathematics - are considered. Other aspects of achievement - in such areas as social skills, physical education, artistic development, and writing and speaking skills - will not be examined due to the limitation of our existing data base.

**High Achievement** applies to students who have average marks of over 70 in both English and Mathematics.

**Average Achievement** applies to those who have average marks of 50s or 60s in both English and Mathematics.

Students who are good at one of the subject areas but average in the other will also be mentioned whenever is appropriate.

## 5.1 Student Marks and Levels of Study

Figure 35 presents the overall English and Mathematics mark distributions for students at the Advanced Level.

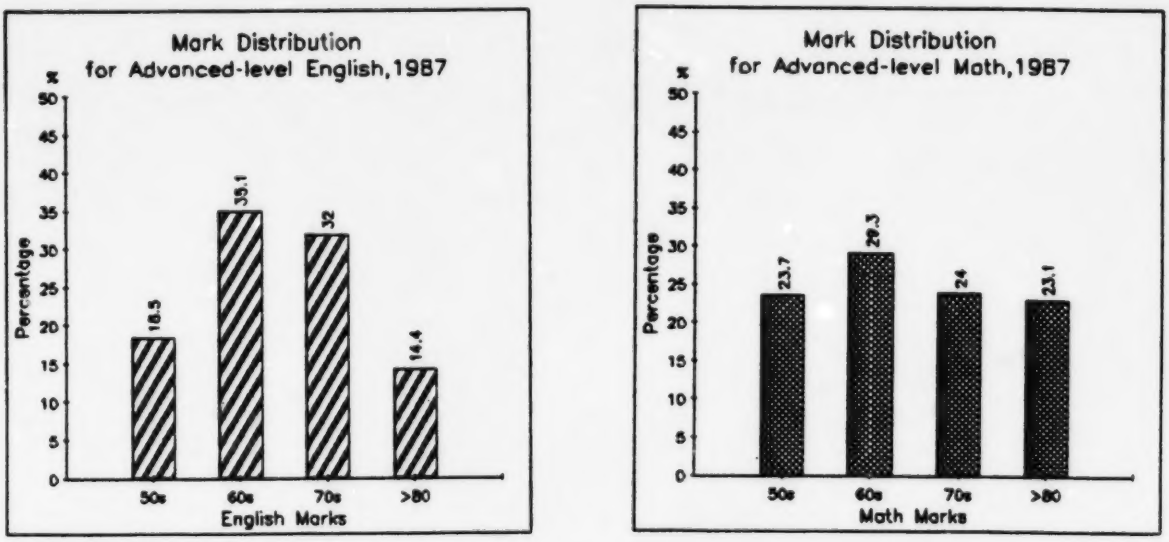


**Figure 35: Mark Distribution (Advanced Level)**

The overall mark distribution for Advanced level English courses indicates a higher concentration in the two middle ranges (60s and 70s) tapering off to the two tails (50s and over 80s). Although the pattern for Mathematics is less distinct than that of English, the overall distribution still has a slightly higher concentration in the middle ranges.

Interestingly, the pattern is distinctly different for General level programs. As illustrated in Figure 36, the mark distributions for both General level English and Mathematics are highly concentrated at the lower end - 50s and 60s. This finding corresponds to one reported in an earlier study by the Ontario Secondary School Teachers' Federation (King, 1986), which found that "Far fewer General level than Advanced level students receive marks over 75 percent ...." (p.56)

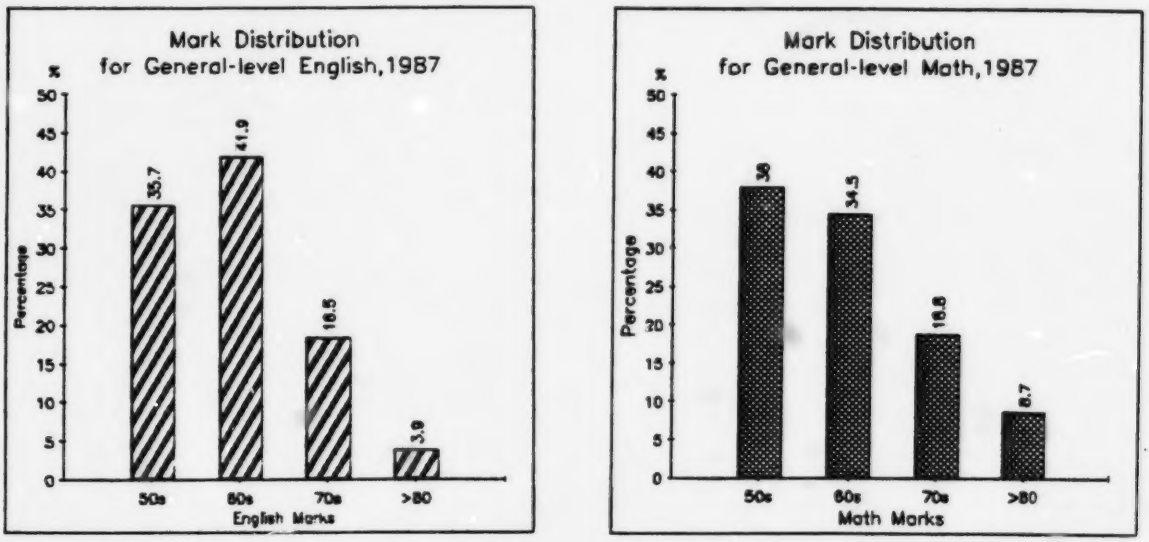


**Figure 36: Mark Distribution (General Level)**

For the Basic level, the mark distribution also tends to be skewed but not as notably as the General level. (See Figure 37.) At least, a slightly higher percentage of students at the Basic level are in the 70s range than their counterparts in General programs. Again this concurs with King's finding that "more Basic level than General level students receive marks over 75 percent." (p.56)

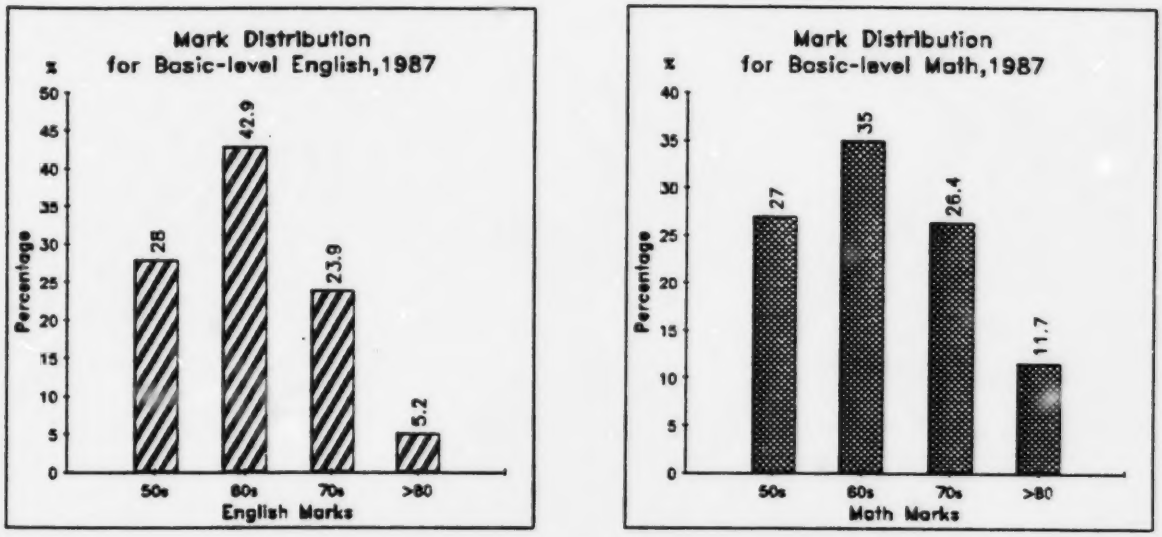


Figure 37: Mark Distribution (Basic Level)

With this in mind, let us examine student achievement and its relationship with other variables at each level of study.

## 5.2 Advanced Level

### Gender and School Marks - Advanced Level

The gender distribution for those who take Advanced English or Advanced Mathematics is almost equal (about 50% each). However, a comparison of their English achievement shows that a much higher percentage of female students are in the over 70 range than their male counterparts (53% vs. 35%). In Mathematics, too, a slightly higher percentage of the female students are in the upper end than the male students (48% vs. 44%). Indeed, a similar finding is reported in King's study (1986) that "Girls obtain significantly higher marks than boys in all grades and in virtually every subject." (p.55)

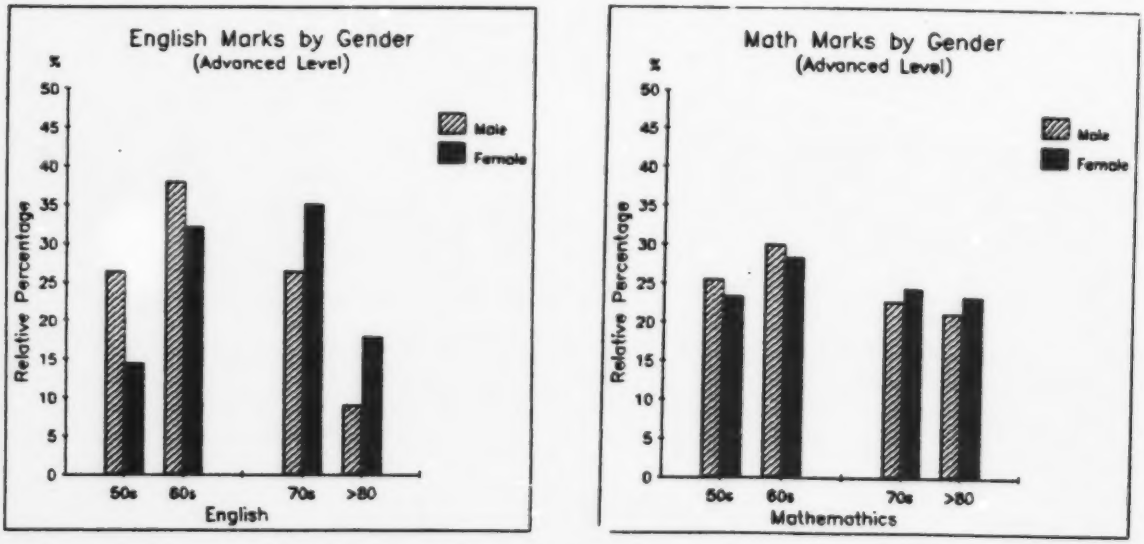


**Figure 38: School Marks by Gender (Advanced Level)**

**Birthplace and School Marks - Advanced Level**

A chi-square analysis indicates that differences in school achievement among students in Advanced programs have some relationship with their birthplace.

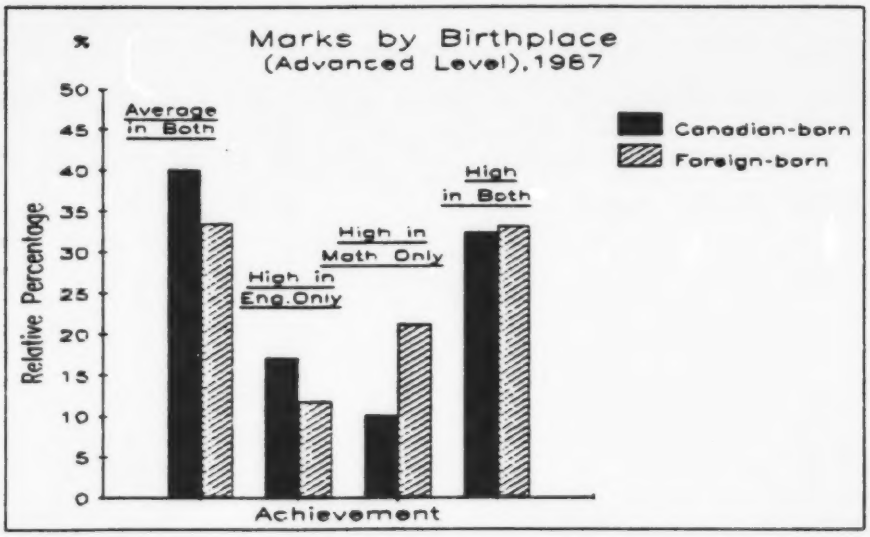


**Figure 39: School Marks by Birthplace (Advanced Level)**

As illustrated in Figure 39, within the high achievement category, the relative percentages for those who are Canadian-born and those who are foreign-born are similar (about 33% each). However, for the other achievement categories, there are significant differences between the two groups. A higher percentage of Canadian-born students are in the average achievement category than their foreign-born counterparts (40% vs. 34%). Also more Canadian-born than foreign-born students are high achievers in English only (17% vs. 12%); but the reverse is

true of high achievement in Mathematics only (21% foreign-born vs. 10% Canadian-born).

## Socio-economic Status and School Marks - Advanced Level

A positive relationship between students' school performance and parental SES is evident among students at the Advanced level. That is, the higher the SES, the more likely the students are to be in the high achievement category. Among students whose parents are professionals, 42% achieve well in both English and Mathematics, as compared to 32% at the average achievement level; but the reverse is true for the other SES groups, in which a higher percentage of the students are average achievers (roughly 40%), as contrasted with 32% who achieve well in both subject areas. (See Figure 40.)

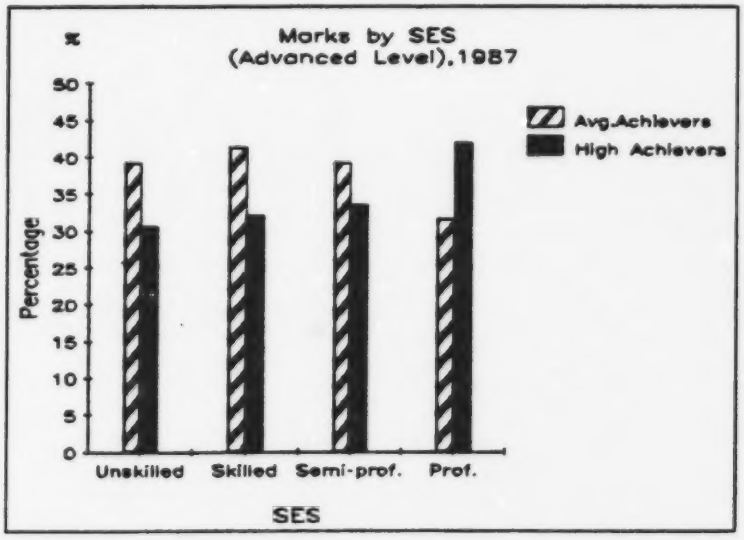


**Figure 40: School Marks by SES (Advanced Level)**

**Parental Presence and School Marks - Advanced Level**

Our analysis also confirms that those living with both parents tend to perform better than those with single parents.

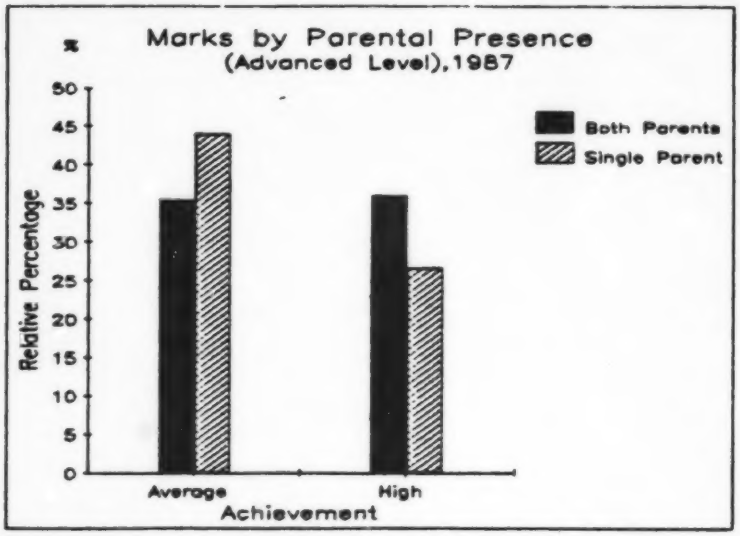


**Figure 41: School Marks by Parental Presence (Advanced Level)**

It was also found that although the positive association between SES and achievement persists for both types of family structure, as indicated in Figure 42, across all SES groups a significantly higher percentage of those living with both parents than those with single mothers are in the high achievement category.

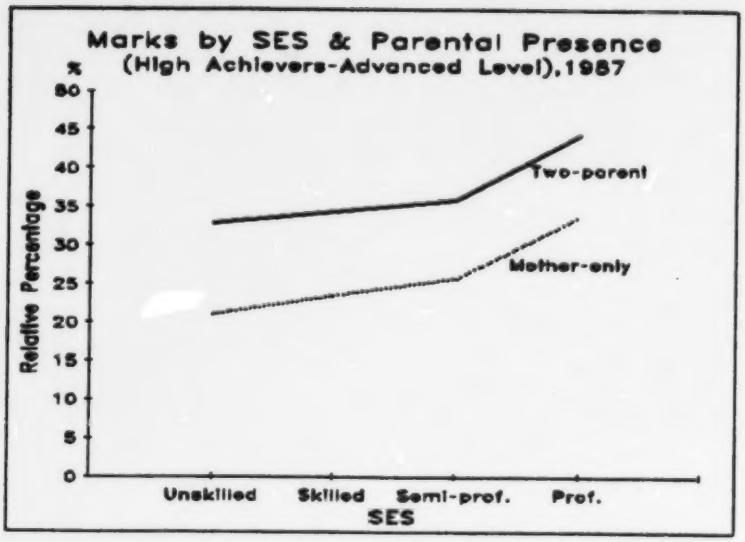


**Figure 42:** School Marks by SES and Parental Presence (Advanced Level)

**First Language(s) and School Marks - Advanced Level**

As Figure 43 indicates students whose first languages are "English and Other" or "Other(s) only" have a slightly higher percentage (36% and 35% respectively) in the high achievement category than those whose sole mother tongue is English (31%). Based on their first languages (see Appendix 5), one may assume that most of these high achievers are either recent immigrants or students with immigrant parents. A further examination of the data reveals that within the high achievement category, the major "other" language is Chinese (39%).

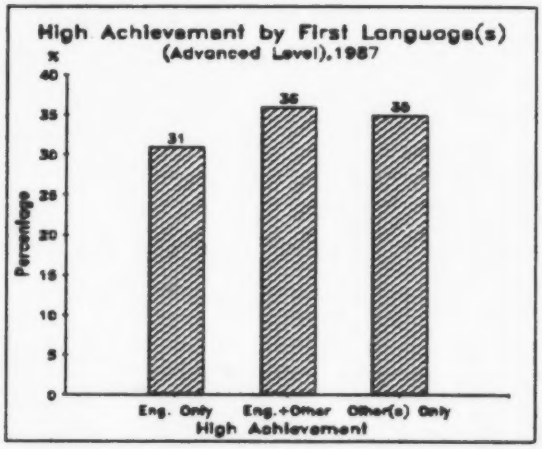


**Figure 43: High Achievement by First Language(s) (Advanced Level)**

The difference among the three language groups is more apparent when the two subject areas are considered separately. (See Figure 44.) "English and Other" group has the majority of its students who perform well in English (52%), while those whose mother tongues are "English only" or "Other(s)" have slightly lower percentages (48% and 46% respectively). As far as Mathematics performance is concerned, "Other(s)" have the highest

percentage (57%), followed by "English and Other" (48%) and "English only" (41%).

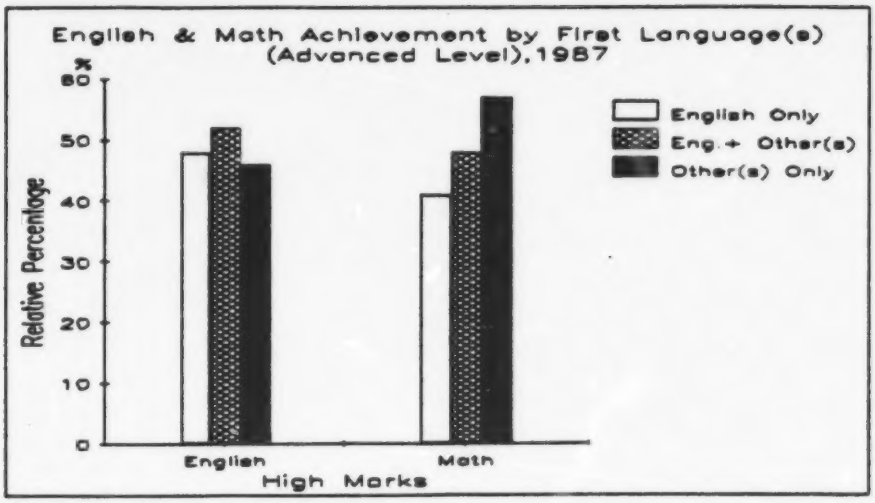


**Figure 44: English and Math Achievement by First Language(s) (Advanced Level)**

**Race and School Marks - Advanced Level**

A comparison of school achievement among the three largest racial groups indicates that students from different racial backgrounds achieve at different rates of success. Relatively speaking, Asian students have the highest percentage (42%) in the high achievement category, followed by Whites (33%) and Blacks (16%). (See Figure 45.)

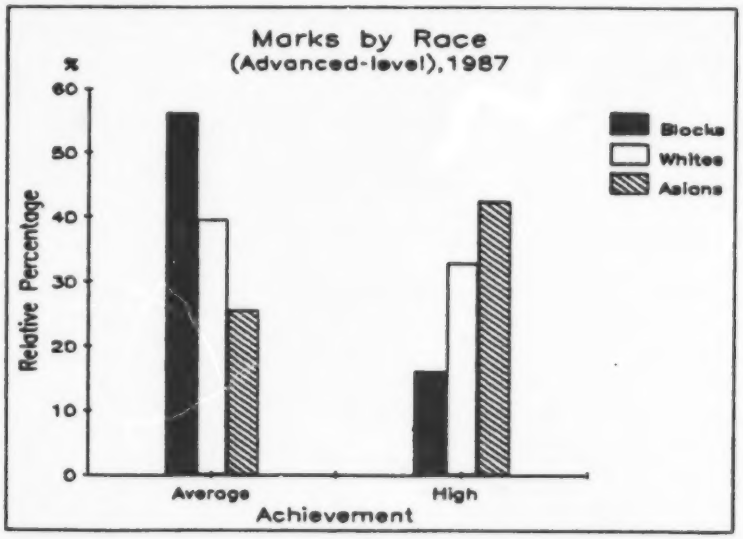


Figure 45: School Marks by Race (Advanced Level)

It should, however, be noted that variation in performance does exist within each racial group in terms of the students' cultural background. For instance, among Asians, Korean students are more likely to be high achievers than their Chinese counterparts, who in turn do better than Vietnamese. Among Whites, students of Jewish descent outperform other White ethno-cultural groups. Indeed, their rate of success is the same as that of Korean students. (For more details, refer to Appendix 18.)

While it has been argued that socio-economic factors may contribute to the discrepancy of performance among racial groups, Figure 46 does not wholly support the contention. It is true that within each racial group, students from the professional category are more likely than those from other SES categories to be high achievers. Hence, each of the lines on the graph moves upward from left to right. However, overall achievement differs among the three racial groups. For instance, within the professional category, Asian students are more likely to be high achievers than their White counterparts, who in turn are almost twice as likely to be high achievers as their Black peers. Indeed, the graph indicates that Asian students from low SES category (unskilled laborers) are as likely to achieve well as White students from high SES group (professionals). Black students, on the other hand, do not fare as well as the other two racial groups regardless of socio-economic background.

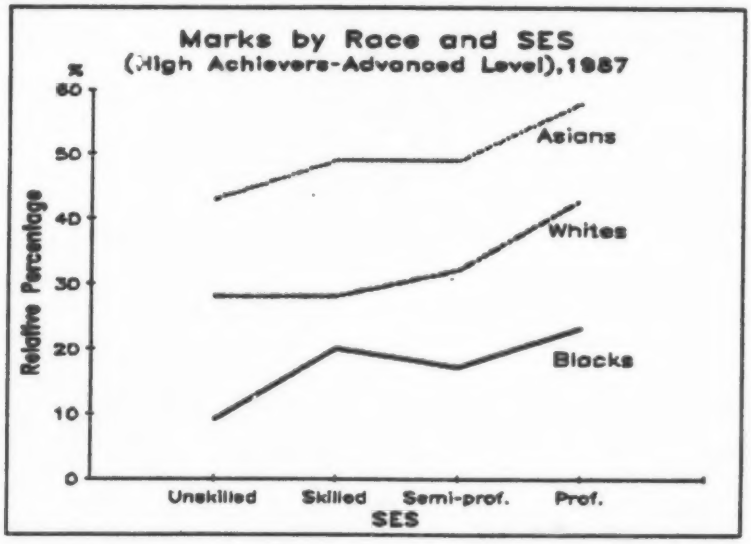


**Figure 46: High Marks by SES and Race (Advanced Level)**

Interestingly, students' place of birth has varying impact for the three racial groups. While birthplace does not have any significant relationship with the academic achievement of White students, it does produce some differences in the performance of Black and, particularly, Asian students. In both instances, a higher percentage of Canadian-born students are in the high achievement category than their foreign-born counterparts. (See Figure 47.)

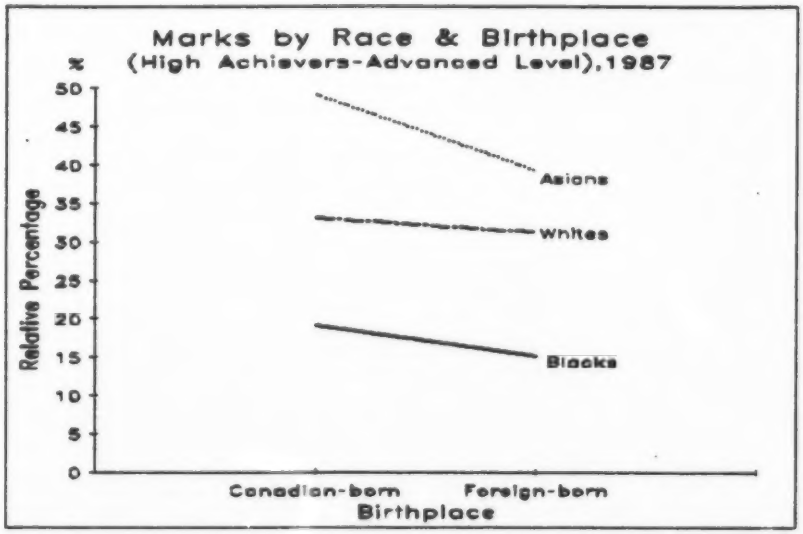


**Figure 47: High Marks by Race and Birthplace (Advanced Level)**

Figure 48 further shows that within each racial group, a higher percentage of female students are in the high achievement category than their male counterparts, although the percentage difference is smallest among Black students (2% difference).

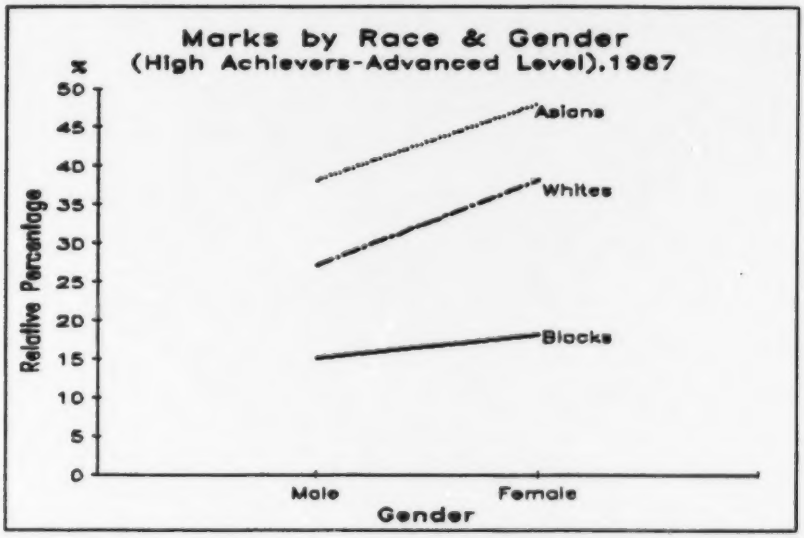


Figure 48: High Marks by Race and Gender (Advanced Level)

As far as family structure is concerned, regardless of racial background, students of two-parent households are more likely than those with single parents to get higher marks. (See Figure 49.)

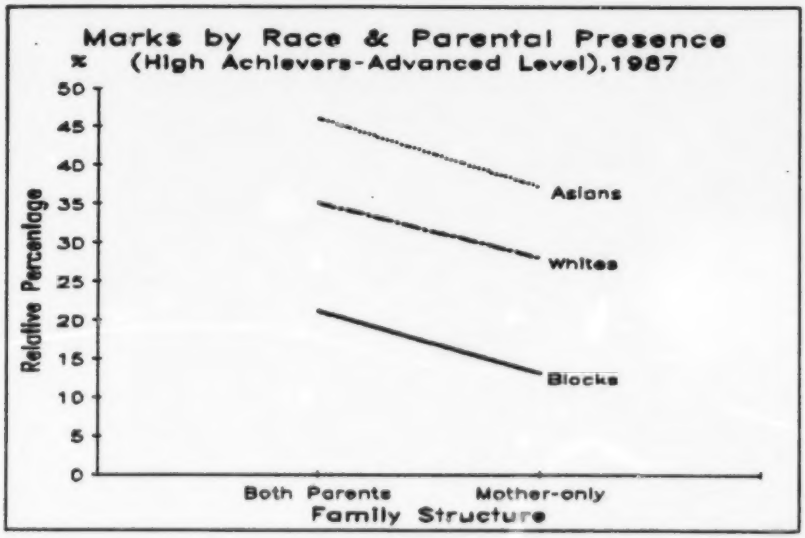


Figure 49: High Marks by Race and Parental Presence (Advanced Level)

## 5.3 General Level

### Gender and School Marks - General Level

In General level programs, female students also tend to perform better than their male counterparts in English (28% vs. 19%). However, little gender difference exists in Mathematics performance.

### Birthplace and School Marks - General Level

Within the average and high achievement categories, the relative percentage differences between those who are Canadian-born and those who are foreign-born are small (1% and 2% respectively). But there are significant differences among those who are good at the one versus the other subject area.

**SES and School Marks - General Level**

Interestingly, the linear relationship between SES and students' achievement observed in Advanced level programs is not evident among students at the General level. A further examination reveals that this has to do with the high degree of homegeneity of data in terms of students' socio-economic background and achievement level for the General level students. As indicated in Chapter 4, high SES groups (in particular the professional) are underrepresented at this level of study, while as high as 78% of the students in General level programs are in the lower SES categories. (See Table 3). In other words, the socio-economic background of this particular student population is more homogeneous than that of the Advanced level. Furthermore, unlike the Advanced level, the majority (63%) of students in General level programs are in the average achievement category. That is, the variance in school marks among the General level students are smaller than those of the Advanced level.

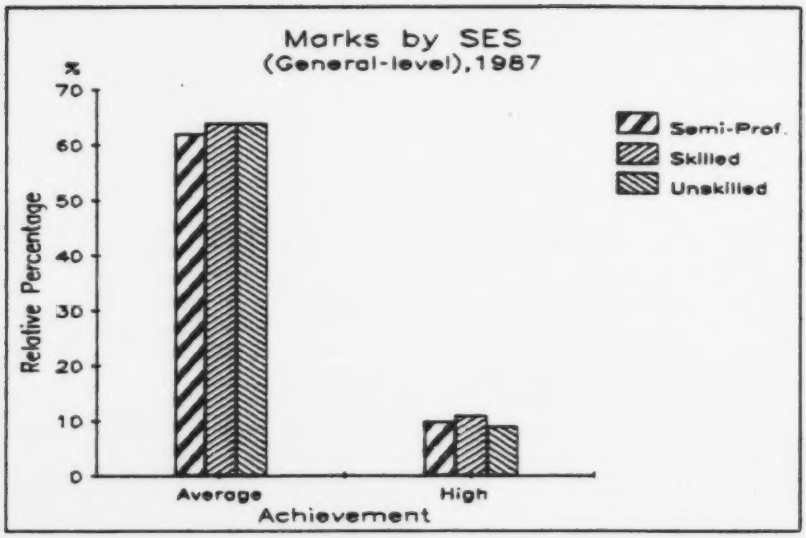


**Figure 50: School Marks by SES (General Level)**

Indeed, as shown in Figure 50, each of the three SES categories (semi-professional, clerical and skilled, and blue collar) has about 10-11% of its students in the high achievement category and 62-64% in the average achievement category.[9]

9. The professional group is not included because of its small representation in this instance.

**Parental Presence and School Marks - General Level**

The number of parents present in the home is also found to have little relationship with the English and Mathematics performance of students at the General level. (See Figure 51.)

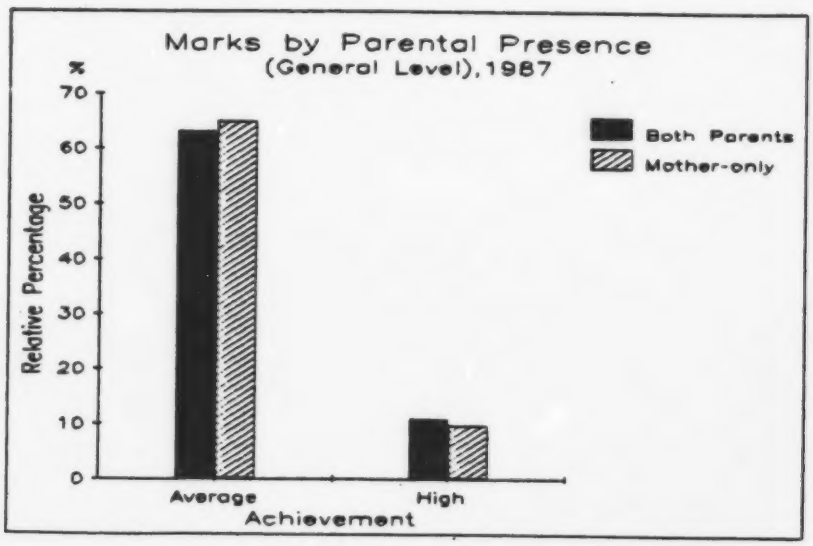


**Figure 51: School Marks by Parental Presence (General Level)**

**Language and School Marks - General Level**

Again first language does not seem to be a good predictor of overall achievement among students enrolled in General level programs. (See Figure 52.) But, as illustrated in Figure 53, it does indicate whether the students perform better in English or Mathematics.

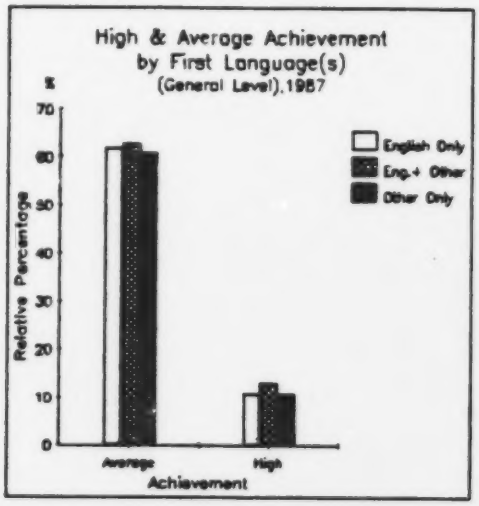


**Figure 52: High and Average Achievement by First Language (General Level)**

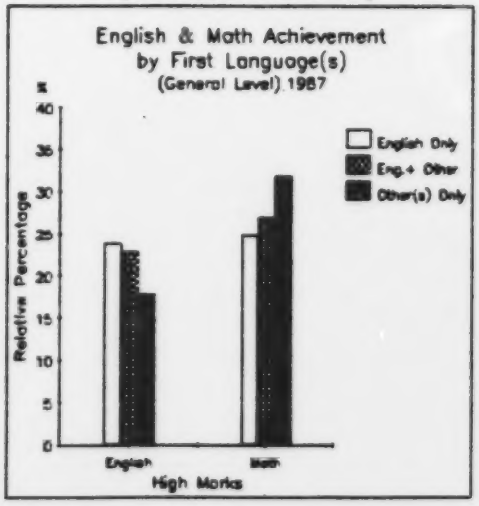


**Figure 53: English and Math Achievement by First Language (General Level)**

**Race and School Marks - General Level**

As presented in Figure 54, within the high achievement category, there is virtually no percentage difference between Whites and Asians (around 12% each). There is also little within group difference for these two racial groups in terms of the students' cultural or ethnic background. However, for Blacks the percentage in the high achievement category is lower (7%).

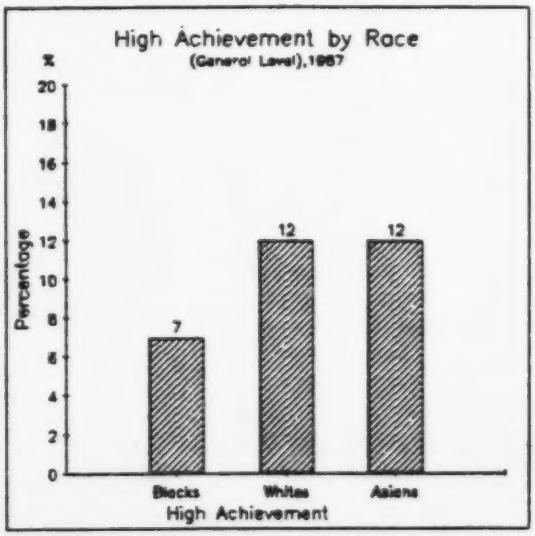


**Figure 54: High Achievement by Race (General Level)**

However, if we examine English and Mathematics performance separately, a somewhat different pattern emerges. (See Figure 55.) Comparatively, White students have the highest percentage (24%) of their peers in high English achievement, while there is little percentage difference between Blacks and Asians in their English achievement (16% and 17% respectively). On the other hand, Asian students outperform in Mathematics (47%), while

Whites have 24% and Blacks have 23% of their students who achieve well in this area.

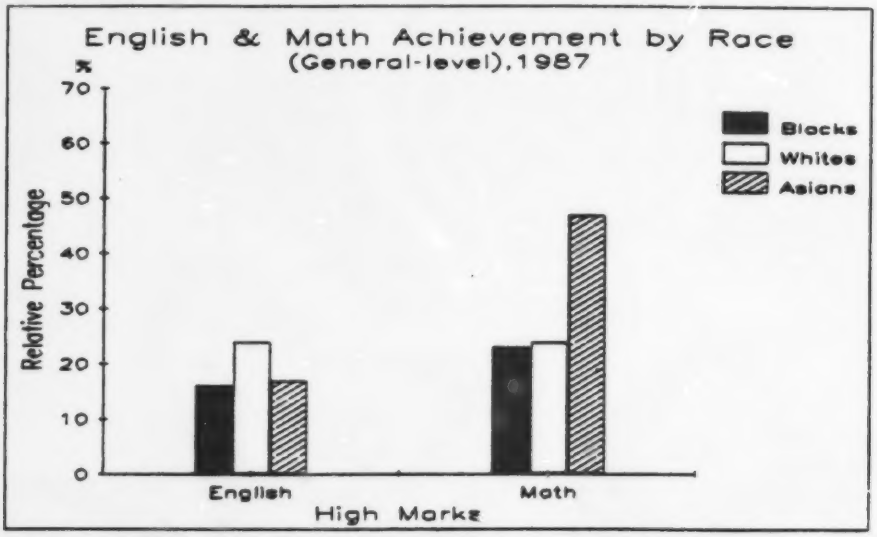


**Figure 55: English and Math Achievement by Race (General Level)**

## 5.4 Basic Level

### Gender and School Marks - Basic Level

As in the General level, female students enrolled in Basic level programs are more likely than male students to get high marks especially in English.

### SES and School Marks - Basic Level

Again as in the General Level, owing to the highly homogeneous socio-economic background of students at the Basic level, it is hard to establish any meaningful relationship between their school performance and their parental SES. (As shown in Table 3 in Chapter 4, an overwhelming majority (84%) of the Basic level students are in the lower SES categories.)

### Parental Presence and School Marks - Basic Level

As far as parental presence is concerned, the results found in the Basic level are somewhat similar to those of the Advanced level. That is, students from two-parent households tend to perform better than those living with their mothers only.

**First Language(s) and School Marks - Basic Level**

Students with "Other(s)" language as mother tongue tend to perform better overall than the "English and Other" and "English only" groups. (See Figure 56.) A closer examination indicates that most of these other-language students are of Portuguese descent (40%).

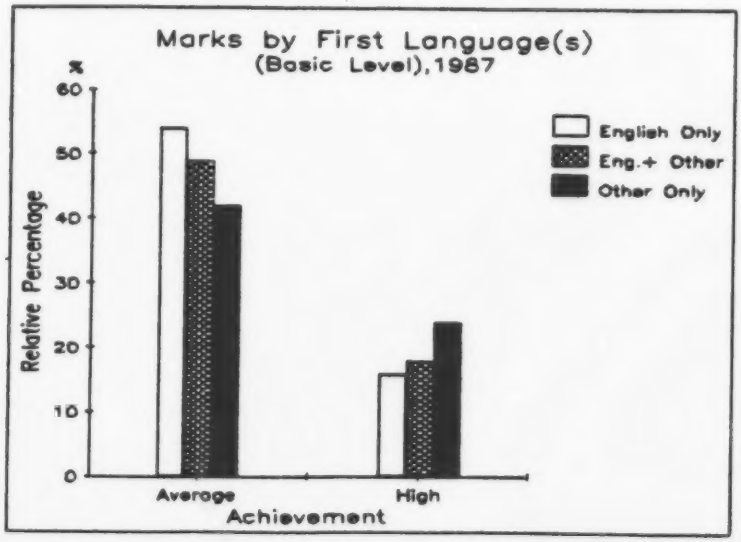


**Figure 56: School Marks by First Language (Basic Level)**

**Birthplace and School Marks - Basic Level**

Closely related to the above finding is that foreign-born students enrolled in Basic level programs (most of whom come from Europe and the Caribbean) perform better than their Canadian-born counterparts in <u>both</u> English and Mathematics. (See Figure 57.) This finding is quite different from that of the Advanced and the General levels. (See pp.55 & 66.)

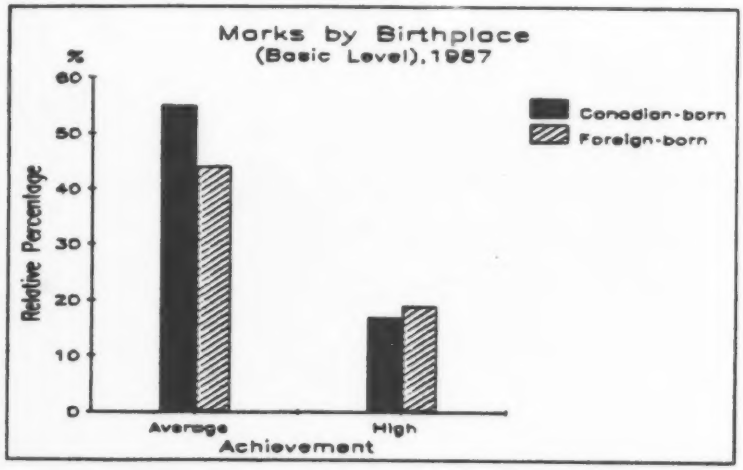


**Figure 57:** School Marks by Birthplace (Basic Level)

**Race and School Marks - Basic Level**

As far as the race factor is concerned, the results resemble those of the Advanced level. A significantly higher proportion (33%) of Asian students are in the high achievement category as opposed to 19% among Whites and 15% among Blacks. (See Figure 58.)

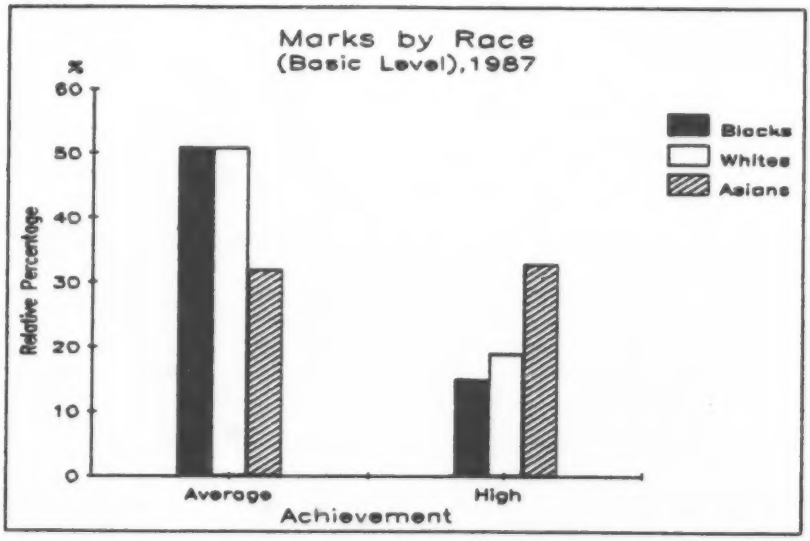


**Figure 58:** School Marks by Race (Basic Level)

If English and Mathematics are considered separately, the performance of Blacks and Whites is similar. (See Figure 59.) For example, both Blacks and Whites have 31% of their students who perform well in English, while 33% of the Black students and 36% of Whites have high marks in Mathematics. It was further found that among the White students in Basic level programs, those who speak Portuguese as their first or second language tend to perform better than those whose sole language is English.

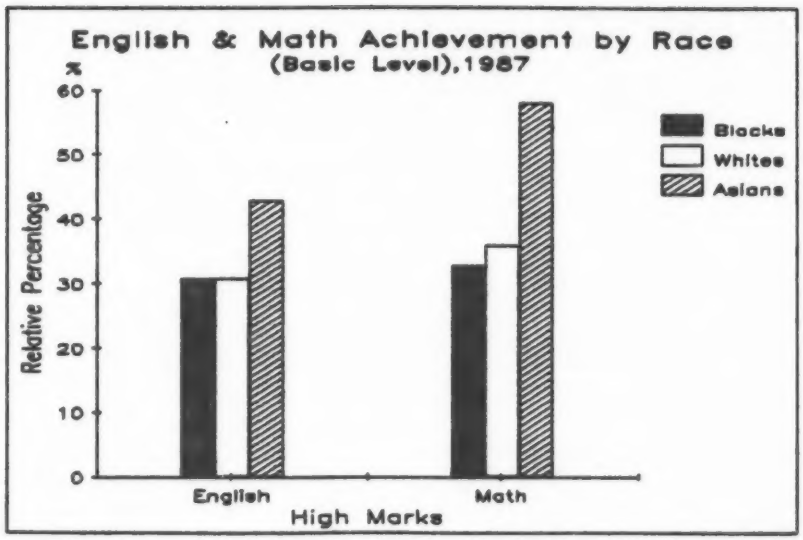


**Figure 59: English and Mathematics Achievement by Race (Basic Level)**

## 5.5 Summary

Table 9 summarizes the relationships between the various socio-demographic characteristics and school achievement at all three levels of study.

**Table 9: Socio-demographic Characteristics and School Marks by Level of Study, 1987**

| Level of Study | Gender | Race | First Language | Birthplace | Family Structure | SES |
|---|---|---|---|---|---|---|
| Advanced | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| General | ✓ | ✓ | ✓ | ✓ | | |
| Basic | ✓ | ✓ | ✓ | ✓ | ✓ | |

Among students enrolled in Advanced programs, who are the majority (72%) of Toronto secondary school student population, gender, first language(s), race, birthplace, family structure and SES all seem to be related to school marks. In fact, many of these findings accord with those from King's 1986 study on Ontario adolescents. It should, however, be noted that the relationships of some of these variables are greater for certain racial groups than for others. For instance, while SES has a clear positive relationship with the performance of White students, the association is less distinct for Asians, and least so for Black students. (See Figure 46.) On the other hand, while place of birth and first language(s) have little impact on Black and White students' school marks, they are related to the variance in performance among Asians. The two variables that appear to be the most consistent across racial groups are

gender and family structure. Female students tend to perform better than male students, especially in English; and students from two-parent households are more likely to achieve well than their counterparts from mother-only homes, regardless of racial and socio-economic background.

The types of relationships observed in the Advanced level are, however, not evident in General level programs. For instance, while gender difference is apparent in these students' English achievement, no significant variance exists in their Mathematics performance. Furthermore, if only the high-achievement-in-both category within the General level is considered, there is little or no clear relationship between many of the demographic factors and student performance. But the differences are more obvious when the two subject areas are examined separately and when such variables as first language(s) and place of birth are considered.

As far as the Basic level is concerned, the relationship pattern can be described as a combination of those of the Advanced and the General levels. For instance, achievement differences in terms of gender and SES are similar to those of the General level, while variances in terms of first language, birthplace and family structure are closer to those of the Advanced.

The only variable that is relatively consistent across the three levels of study is the race factor. Yet it should be noted that comparatively the differences are more notable in the Advanced and the Basic levels than in the General level.

Before ending this chapter, it should be mentioned that the data reported here look at students' school marks only in relation to their socio-demographic background. The significance of school-related variables - such as teacher characteristics, school size, administrative leadership, and availability of special education services - are not touched upon in the present study.

# 6 CONCLUSION

The present survey of secondary school students has generated a great deal of information. Some of the findings will be cause for encouragement and optimism, while some will be read with deserved concern.

A most striking fact about our students is the tremendous diversity found within our student population, an obvious reflection of the city itself. Every province and one hundred and twenty-six countries are represented among our students; sixty language groups are included; some students come from two-parent high income families, some from single-parent low income families and some live on their own.

In order to make sense out of this diversity and make the information more useful to policy makers and practitioners, this report attempts to identify trends and relationships in the data, particularly between school performance (level of study, rate of credit completion and marks) and environmental and demographic factors such as gender, place of birth, race, first language(s), and parental presence in the home. The following tables (Tables 10 to 15) summarize the relationships between the three outcome measures and the various socio-demographic variables.

## Table 10: Relationship between Gender and Achievement, 1987

| ACHIEVEMENT MEASURES | | | GENDER | | |
|---|---|---|---|---|---|
| | | | Female | Male | OVERALL |
| LEVEL OF STUDY | Advanced Level | | 76% | 68% | 72% |
| | General Level | | 18% | 24% | 21% |
| | Basic Level | | 6% | 8% | 7% |
| CREDIT ACCUMULATION (for students of age 16 only) | 0-7 Credits | | 28% | 41% | 34% |
| | 8-15 Credits | | 69% | 57% | 64% |
| | 16+ Credits | | 3% | 2% | 2% |
| ACHIEVEMENT IN ENGLISH AND MATHEMATICS (based on average marks) | Advanced Level | High in both | 39% | 27% | 33% |
| | | High in Eng. only | 19% | 11% | 15% |
| | | High in Math only | 10% | 18% | 14% |
| | | Average in both | 32% | 44% | 38% |
| | General Level | High in both | 13% | 10% | 11% |
| | | High in Eng. only | 15% | 8% | 11% |
| | | High in Math only | 15% | 17% | 16% |
| | | Average in both | 57% | 65% | 62% |
| | Basic Level | High in both | 22% | 15% | 18% |
| | | High in Eng. only | 15% | 8% | 11% |
| | | High in Math only | 15% | 24% | 20% |
| | | Average in both | 48% | 53% | 51% |

## Table 11: Relationship between Birthplace and Achievement, 1987

| ACHIEVEMENT MEASURES | | | PLACE OF BIRTH | | |
|---|---|---|---|---|---|
| | | | Canada | Outside Canada | OVERALL |
| LEVEL OF STUDY | Advanced Level | | 73% | 70% | 72% |
| | General Level | | 21% | 23% | 21% |
| | Basic Level | | 6% | 7% | 7% |
| CREDIT ACCUMULATION (for students of age 16 only) | 0-7 Credits | | 31% | 41% | 34% |
| | 8-15 Credits | | 67% | 55% | 64% |
| | 16+ Credits | | 2% | 4% | 2% |
| ACHIEVEMENT IN ENGLISH AND MATHEMATICS (based on average marks) | Advanced Level | High in both | 33% | 33% | 33% |
| | | High in Eng. only | 17% | 12% | 15% |
| | | High in Math only | 10% | 21% | 14% |
| | | Average in both | 40% | 34% | 38% |
| | General Level | High in both | 12% | 10% | 11% |
| | | High in Eng. only | 12% | 8% | 11% |
| | | High in Math only | 13% | 21% | 16% |
| | | Average in both | 63% | 61% | 62% |
| | Basic Level | High in both | 17% | 19% | 18% |
| | | High in Eng. only | 10% | 13% | 11% |
| | | High in Math only | 18% | 24% | 20% |
| | | Average in both | 55% | 44% | 51% |

## Table 12: Relationship between Race and Achievement, 1987

| ACHIEVEMENT MEASURES | | | RACE | | | |
|---|---|---|---|---|---|---|
| | | | Black | White | Asian | OVERALL |
| LEVEL OF STUDY | Advanced Level | | 54% | 72% | 82% | 72% |
| | General Level | | 32% | 21% | 16% | 21% |
| | Basic Level | | 14% | 7% | 2% | 7% |
| CREDIT ACCUMULATION (for students of age 16 only) | 0-7 Credits | | 54% | 34% | 26% | 34% |
| | 8-15 Credits | | 45% | 64% | 70% | 64% |
| | 16+ Credits | | -* | 2% | 4% | 2% |
| ACHIEVEMENT IN ENGLISH AND MATHEMATICS (based on average marks) | Advanced Level | High in both | 16% | 33% | 42% | 33% |
| | | High in Eng. only | 17% | 17% | 10% | 15% |
| | | High in Math only | 11% | 10% | 22% | 14% |
| | | Average in both | 56% | 40% | 26% | 38% |
| | General Level | High in both | 7% | 12% | 12% | 11% |
| | | High in Eng. only | 9% | 12% | 5% | 11% |
| | | High in Math only | 16% | 12% | 35% | 16% |
| | | Average in both | 68% | 64% | 48% | 62% |
| | Basic Level | High in both | 15% | 19% | 33% | 18% |
| | | High in Eng. only | 16% | 12% | 10% | 11% |
| | | High in Math only | 18% | 17% | 25% | 20% |
| | | Average in both | 51% | 51% | 32% | 51% |

* Results for groups with less than 20 students in a certain category group are not presented.

## Table 13: Relationship between First Language(s) and Achievement, 1987

| ACHIEVEMENT MEASURES | | | FIRST LANGUAGE(S) | | | |
|---|---|---|---|---|---|---|
| | | | English Only | English & Other(s) | Other(s) | OVERALL |
| LEVEL OF STUDY | Advanced Level | | 72% | 75% | 72% | 72% |
| | General Level | | 21% | 20% | 23% | 21% |
| | Basic Level | | 7% | 5% | 5% | 7% |
| CREDIT ACCUMULATION (for students of age 15 only) | 0-7 Credits | | 32% | 29% | 39% | 34% |
| | 8-15 Credits | | 65% | 69% | 58% | 64% |
| | 16+ Credits | | 3% | -* | 3% | 2% |
| ACHIEVEMENT IN ENGLISH AND MATHEMATICS (based on average marks) | Advanced Level | High in both | 31% | 36% | 35% | 33% |
| | | High in Eng. only | 17% | 16% | 11% | 15% |
| | | High in Math only | 10% | 12% | 22% | 14% |
| | | Average in both | 42% | 36% | 32% | 38% |
| | General Level | High in both | 11% | 13% | 10% | 11% |
| | | High in Eng. only | 13% | 10% | 7% | 11% |
| | | High in Math only | 14% | 14% | 21% | 16% |
| | | Average in both | 62% | 63% | 61% | 62% |
| | Basic Level | High in both | 16% | 18% | 23% | 18% |
| | | High in Eng. only | 11% | - | 14% | 11% |
| | | High in Math only | 19% | 25% | 21% | 20% |
| | | Average in both | 54% | 49% | 42% | 51% |

* Results for groups with less than 20 students in a certain category group are not presented.

**Table 14: Relationship between Parental Presence and Achievement, 1987**

| ACHIEVEMENT MEASURES | | | PARENTAL PRESENCE | | |
|---|---|---|---|---|---|
| | | | Both Parents | Mother only | OVERALL |
| LEVEL OF STUDY | Advanced Level | | 75% | 67% | 72% |
| | General Level | | 20% | 23% | 21% |
| | Basic Level | | 5% | 10% | 7% |
| CREDIT ACCUMULATION (for students of age 15 only) | 0-7 Credits | | 31% | 41% | 34% |
| | 8-15 Credits | | 67% | 56% | 64% |
| | 16+ Credits | | 2% | 3% | 2% |
| ACHIEVEMENT IN ENGLISH AND MATHEMATICS (based on average marks) | Advanced Level | High in both | 36% | 27% | 33% |
| | | High in Eng. only | 15% | 17% | 15% |
| | | High in Math only | 13% | 12% | 14% |
| | | Average in both | 36% | 44% | 38% |
| | General Level | High in both | 11% | 10% | 11% |
| | | High in Eng. only | 10% | 13% | 11% |
| | | High in Math only | 16% | 12% | 16% |
| | | Average in both | 63% | 65% | 62% |
| | Basic Level | High in both | 19% | 15% | 18% |
| | | High in Eng. only | 11% | 12% | 11% |
| | | High in Math only | 21% | 20% | 20% |
| | | Average in both | 48% | 38% | 51% |

## Table 15: Relationship between Socio-economic Status and Achievement, 1987

| ACHIEVEMENT MEASURES | | | SES | | | | |
|---|---|---|---|---|---|---|---|
| | | | Prof. | Semi-Prof. | Clerical/ Skilled | Blue Collar | OVERALL |
| LEVEL OF STUDY | Advanced Level | | 94% | 85% | 71% | 60% | 72% |
| | General Level | | 6% | 13% | 25% | 31% | 21% |
| | Basic Level | | - | 2% | 4% | 9% | 7% |
| CREDIT ACCUMULATION (for students of age 15 only) | 0-7 Credits | | 15% | 24% | 39% | 41% | 34% |
| | 8-15 Credits | | 80% | 73% | 60% | 59% | 64% |
| | 16+ Credits | | 5% | - | - | - | 2% |
| ACHIEVEMENT IN ENGLISH AND MATHEMATICS (based on average marks) | Advanced Level | High in both | 42% | 34% | 32% | 31% | 33% |
| | | High in Eng. only | 17% | 16% | 14% | 15% | 15% |
| | | High in Math only | 9% | 11% | 12% | 15% | 14% |
| | | Average in both | 32% | 39% | 41% | 39% | 38% |
| | General Level | High in both | - | 10% | 11% | 9% | 11% |
| | | High in Eng. only | - | 14% | 10% | 9% | 11% |
| | | High in Math only | - | 14% | 15% | 18% | 16% |
| | | Average in both | n=74 | 62% | 64% | 64% | 62% |
| | Basic Level | High in both | - | - | 21% | 17% | 18% |
| | | High in Eng. only | - | - | 13% | 9% | 11% |
| | | High in Math only | - | - | 21% | 22% | 20% |
| | | Average in both | - | n=42 | 45% | 52% | 51% |

* Results for groups with less than 20 students in a certain category group are not presented.

Interactions among the demographic factors in relation to academic outcomes are important to consider. For example, SES, which, as in most studies, is a good predictor of academic performance overall, has been shown here to be a stronger predictor for White students than for others. Asian students, on the other hand, tend to perform well regardless of family SES and Black students tend not to perform as well regardless of SES. On the other hand, place of birth affects all racial groups in the same way in terms of program placement and credit accumulation. That is, Canadian-born students, whether they are Black, Asian or White, tend to perform better than foreign-born students.

It should be noted that there are also significant within-group variations which are obscured in large groupings such as White, Black and Asian. The Asian group, for example, includes students born in South Korea who are performing very well and students from Vietnam who are considerably weaker academically. Also, our research has concentrated on performance in academic areas only and in just two subjects, English and Mathematics. Performance in other areas such as art, music, history/geography, shops and business subjects has not been covered, except in the macro sense of credit accumulation.

While the reader will come away with an accurate and relatively complete picture of who our secondary school students are, the question of "why do some students perform better than others?" has been only partly answered. For example, although the performance of Black and of working class students (in terms

of level of study) shows a substantial improvement since the last Grade 9 survey in 1983, it remains true that these students have not done as well as the Asian and White students or as middle class students in general. Although the only performance indicator for which we have earlier data is level of study, there is no reason to suspect that performance in English and Mathematics or the rate at which credits are accumulated would have been any different. There are strong correlations between these performance measures.

The situation, in which students from some socioeconomic classes, races, and family structures are more academically successful than students from others, is not unique to Toronto. The same kinds of relationships are found for students - elementary, secondary, and post-secondary -- throughout North America and abroad. Children of unskilled and semi-skilled parents -- parents who themselves have relatively low incomes and little or no advanced education -- are less likely to finish high school and go on to college or university than are children of managerial and professional parents - who are relatively affluent and who themselves have considerable formal education. And, throughout North America, Native People and Blacks (and Hispanic-Americans in the United States) are less successful academically than White students, who, in turn, are less successful than Asian students. As well, children of mother-led families, in general, tend to have poorer academic records than children of two-parent families.

In all communities, differentials like these are persistent and difficult to alter through traditional educational strategies. But some strategies appear to have made a greater positive difference for working class and minority students than others. And these strategies have been sufficiently documented to yield some solid guidelines for improving educational outcomes and for narrowing the gap between the more and the less privileged and successful.

The disproportionate increase in recent academic success rates in Toronto (as measured by level of study) of students who have been most disadvantaged historically - working class and Black students - indicates that Toronto secondary schools have become more effective.

The data reported in the 1987 Every Secondary Student Survey, and in similar earlier reports[10] describe a challenge which is being addressed with some success in what have come to be called "effective schools". This term was coined to describe schools which are narrowing in a very significant way the academic gap between children at the two ends of the economic spectrum. It has been applied to both elementary and secondary schools.

The fact that a substantially higher percentage of Black, White and working class Grade 9 students are taking most of their courses at the Advanced level in 1987 as compared to 1983 may point to more effective practices in the elementary schools from

10. See Research Services Reports # 161, 164, 173, and 176.

which the students come. Two important aspects of Toronto Board of Education policy in recent years are its emphasis on language across the curriculum, a program which stresses classroom practices that encourage active learning through shared discussion and reflection; and, its concern for good transition practices at the Grade 8-9 level.

Language across the curriculum and student-centred learning

An increasing number of elementary school teachers in Toronto appreciate the importance of students' active participation in their own learning. As a result they devote significant amounts of classroom time to small group discussion, maximizing students' opportunities for participation in discussion and shared decision-making. At the secondary level, the new subject guidelines require a significant component of small group work.

Elementary teachers, who deal with unstreamed classes, appreciate the fact that small group work maximizes opportunities for peer tutoring and for the accommodation of a range of achievement levels. Within small, heterogeneous groups students can communicate and can develop conceptual skills more effectively than in a response-giving, whole-class mode of teaching and learning. As small group work becomes widely implemented, it is becoming apparent that grouping by ability may not be essential to teaching or beneficial for learning. The most recent review of the research on grouping in elementary and

secondary schools (Slavin, 1988) finds "Evidence at all levels shows no benefits for ability-grouped class assignment or special education assignment and only inconsistent and flawed evidence in favour of special programs for the gifted." (pp. 69, 71). The Toronto Board of Education has established a work group to develop a model of a non-streamed secondary school, and to present the completed model in 1989.

Slavin, like Michael Rutter earlier, points out that ability grouping within a classroom can be beneficial if the grouping reduces heterogeneity in the specific skill being taught; if the group assignments are flexible and are frequently reassessed; and if teachers adapt their level and pace of instruction to accommodate students' readiness and learning rates (Slavin, 1988, p. 71; Rutter, 1983, p.25). Several recommendations in the recent report on The Education of Black Students in Toronto Schools (Toronto Board of Education, 1988) reflect an awareness of the importance of precise targeting, flexibility and frequent monitoring in decisions on student placement by ability. These include Recommendations 9, 10 and 20:

> That, in order to assist secondary schools to design suitable programs for their students, principals of elementary schools include a statement in the final Report Card in Grade 8 showing (a) the specific reason(s) in the case of a student not being promoted, and (b) the specific area(s) of study and participation in which the student has passed or performed satisfactorily.
>
> That secondary school principals implement procedures in each school to ensure that all subject teachers evaluate (on a continuing basis, and particularly early in Grade 9 and again at the end of each semester or in June of each year) the course selection and placement of each student and recommend remediation or placement

in a higher level program where indicated; that principals facilitate transfers to higher level placements where necessary and enlist the assistance of other Board staff to provide educational support for a smooth and successful transition.

That the Director's Office continue in its efforts to create organizational arrangements to provide Basic, General and Advanced Level programs which permit students to take courses at more than one level of difficulty in the same school.

Considerable payoff for students can also result from heterogeneous within-class grouping, as in cooperative learning models, which address adolescent students' need for peer contact within a positive, active, task-focussed structure. Cooperative learning in mixed-ability groups which reinforces both individual and group effort promotes significant academic progress for students of all kinds; but it shows special promise for low-achieving students (including those in Toronto classrooms)[11] and for students who come from cultural backgrounds which stress cooperation and collaboration -- as do Native students. As well, cooperative learning in small groups which have a mix of race and ethnicity has strong positive effects on inter-racial and inter-ethnic attitudes and behaviour. Cooperative learning strategies depend on mixed-ability gr. pings within classes. Many Toronto teachers, elementary and secondary, have been introduced to cooperative learning techniques over the last three or four years. Curriculum coordinators and consultants in several subject areas have offered in-service training and developed appropriate resource materials. As well, several Toronto Intermediate Division teachers and educators helped to develop

11. See, for example, Myers and Taylor, 1983; Ziegler, 1980.

and field test the Metro curriculum project handbook, Together We Learn, and have implemented learning activities based on its explanations and examples.

Increased attention to the dynamics of classroom environments as they enhance opportunities for the development of students' speaking, listening and thinking skills can be expected to produce more students whose functioning and motivation equip them for Advanced level work in secondary school. And because the students who show the greatest increase in achievement under conditions of cooperative, heterogeneous small group learning are those who otherwise have achieved least well, one can expect to see these groups make the largest strides, as our 1983-87 data indicate.

Transition and retention programs

The Toronto Board of Education's Curriculum Implementation Plan calls for each senior elementary and secondary school to develop a transition program to facilitate students' movement from Grade 8 to Grade 9. Many schools have developed innovative and well-designed programs to better connect teachers at the two levels, in order to insure both better guidance for students' school choices and better continuity of curriculum and teaching methods, to make students' first year in secondary school smoother and more successful. New programs have been developed (such as the Links program last year) to give students an in-

depth look at several kinds of secondary schools, to widen their choice.

Many schools are also putting efforts into expanding and improving their extra-curricular activities, as a way of increasing students' opportunities to feel part of the school community. Consistent with this approach is a recent recommendation found in The Education of Black Students report: that administrators and teachers encourage and support student clubs and groups which help to develop a sense of Black culture and identity.

Many secondary schools have implemented transition programs by instituting Grade 9 booster programs, special Grade 9 homerooms, teacher mentoring, and student buddy programs to facilitate the successful integration of Grade 9 students into the academic and social life of our large secondary schools.

One Toronto collegiate has taken a careful look at the first mid- term marks of its Grade 9 students, compared them to final marks in June, and discovered that the great majority of students who failed their year courses in June were failing in October. Spurred by this information, their school committee on transition has implemented and is continuing to develop an impressive array of special programs to facilitate success in Grade 9, programs which reflect great flexibility and commitment to their students' success.

Students who are failing their Grade 9 Mathematics course in October, for example, have been moved immediately into a special remedial program. Time has been slotted into the daily schedule for "homework", due before the student leaves school that day. Students and teachers are committing considerable extra time to scheduling these classes and maintaining involvement and effort.

In addition, and in common with another of our secondary schools, the Grade 9 homeroom concept is being developed as an opportunity for improving students' transition. Teachers who enjoy working with Grade 9s are volunteering to be homeroom teachers, and training and support documents help them to act as teacher-mentors for these students. At least one secondary school is considering a plan by which teachers would mentor a small group of students from Grade 9 through their diploma.

Such programs can be expected to result in lower drop-out rates, such that more students, no matter what their level of study, will be likely to achieve the diploma they all -- in Grade 9 -- intend to strive for.

The continuing efforts that staff at many schools put into facilitating students' transition to secondary school and through Grade 9 may be significantly contributing to more thoughtful and careful decision-making, in which students' potential is less likely to be overlooked. Recommendations 9 and 10 of the report on The Education of Black Students in Toronto Schools (quoted on p.92, above) reinforce this point.

Parental involvement

Finally, The Curriculum Implementation Plan as well as recent public statements by Toronto Board trustees and senior staff place emphasis on the necessity of creating closer links between home and school, and involving parents more in their children's education. Many schools have involved parents in the writing of school homework policies. In the elementary schools parents play an integral and essential part in school staffing committees. In both elementary and secondary schools they assist in developing the requirements for and in interviewing and selecting candidates for principal and vice-principal. Increasingly, Toronto schools are making concerted efforts to develop strong and genuine parent-teacher partnerships. Release time has been made available for kindergarten teachers to visit parents at home, to welcome them to the school. Some teachers hold class meetings for parents, or send home class newsletters, to increase parents' awareness of curriculum and goals.

The research on the effects of parental involvement has two very strong and very important messages. The first is that the gap so frequently found between working class and middle class children in school achievement is explained, in substantial part, by certain differing patterns of child-parent and parent-school interaction.

> The evidence is clear that parental encouragement, activities and interest at home and participation in schools and classrooms affect children's achievements,

> attitudes, and aspirations, even after student ability and family socioeconomic status are taken into account. Students gain in personal and academic development if their families emphasize schools, let the children know they do, and do so continually over the school years. However, not all families currently become involved in school-related activities or show interest in their children's school work. And, not all schools actively encourage and direct parent involvement.
>
> (Epstein, 1986, p.1-2)

> When parents show a strong interest in their children's schooling, they promote the development of attitudes that are key to achievement, attitudes that are more a product of how the family interacts than of its social class or income. If schools treat parents as powerless or unimportant, or if they discourage parents from taking an interest, they promote the development of attitudes in parents, and consequently their children, that inhibit achievement.
>
> (Henderson, 1982, p. 10)

The second and most important message of the research on parental involvement is that all parents, including working class, minority, and single parents, respond very positively to school-initiated outreach. Getting parents involved who have not been previously is a very realistic goal for a proactive parent involvement programs.

The Toronto Board of Education has several programs which encourage active parental involvement in their children's education, as well as programs which help parents or future parents learn how to support and enhance children's education. Parenting Centres are located in twenty-five schools across the city, with emphasis on schools in neighbourhoods characterized by poverty and/or by high concentrations of non-English speaking families. Parenting Centres are drop-ins for at-home parents, grandparents, and child-minders with pre-school children. Housed

in elementary schools, these Centres can, and in many instances do function as bridges between the home and the school, allowing parent and principal to meet on friendly and informal ground before the child enters kindergarten.

Ninety-two pre-school and school-age child care centres located in elementary schools also provide early and informal opportunities for parents and future parents to connect to school in a comfortable way. These programs can and occasionally do include some adjunct programming in child development and educational support at home. Even busy working parents find some time to participate in programs which they recognize may have long-term benefits to their children. Child care centres can also provide opportunities for older students taking Family Studies courses or participating in Cooperative Education to learn about early childhood education and parenting, experience which is directly transferable to the parent role most of them will play.

Some schools have parents working as paid classroom assistants. A well-documented finding is that parents who participate in classroom life and activities typically become more effective in supporting their own children's academic efforts, such that the children's levels of achievement increase. (See Ziegler, 1987, pp 34-39.)

Outreach to parents in Toronto is increased by the availability of school-community advisors, who can help teachers and principals to encourage parents to participate in their

children's education. They can and sometimes do accompany teachers on home visits, as interpreters or simply as persons knowledgeable about and familiar with the community. Home visiting, which is now part of the ABC program at the kindergarten level, and which is practiced by a small but increasing number of teachers, is a very effective way of involving parents who have not visited the school, and of closing the communication gap which may otherwise persist.

Many schools and classrooms have supported parents as educators of their children by involving parents and children together in educational activities which are appropriate to the home setting and which reinforce what happens in the classroom. Programs such as Borrow-a-Book, Family Math, and Family Science are all well-developed, popular and potentially very supportive of students' achievement.

Even more than income, parents' education is a very strong predictor of children's educational achievement. The more schooling parents have the more able they become to effectively communicate with teachers and to support their children's learning. The Toronto Board of Education is involved in the sponsorship of dozens of adult basic education and literacy programs. For parents, these courses are not only basic education but child support and parenting courses as well. When, as sometimes occurs, the setting and materials used in these courses serve the double function of familiarizing parents with their children's books, schools, libraries, and the school's

procedures and expectations, then their potential as parenting as well as adult education is realized. Finally, the three infant care centres in Toronto schools which give priority of access to young women who are attending secondary school are making a maximal contribution to the educational opportunities of the children they serve, by potentially increasing the length of schooling of their mothers. In a very real sense, the greatest contribution a school system can make to equity of outcome for disadvantaged children is to ensure that at one and the same time, they get more education than their parents did and their parents get more education than their grandparents did. Less-educated parents can be helped to become effective partners in their children's education. But more-educated parents need less help. An effective school system strives to do both: to ensure that disadvantaged children get more education than their parents did, and to ensure that parents with less formal education are reached out to and helped to become active and effective partners in their children's education. This does not only mean supporting parenting centres, child care centres, and adult education and literacy programs. It also means lowering the drop-out rate and increasing the high school completion and post-secondary enrolment rates of our currently enrolled disadvantaged and minority students by assuring that all children attend effective schools.

The data from the Every Secondary Student Survey shows the significant progress made in recent years, as well as the undeniable persistence of a gap in educational outcomes between

more and less advantaged students. Existing programs such as the ones described above are transforming classrooms into small communities of active learners; and are developing schools into institutions whose links to each other and to the families of their students widen the community of learners to include teachers and parents in support of their children. Such developments hold the promise of schools of being increasingly effective for all our students.

## Appendix 1

## A Sample of the Turn-around Document for the 1987 Every Secondary Student Survey

TORONTO BOARD OF EDUCATION

610 CENTRAL TECHNICAL SCHOOL

123456 09FRA

DOE

JANE

100 SUNSHINE ST.

01/01/72

M4B 3J8

123-9999

ONTARIO

FIRST LANGUAGE(S)

ENGLISH

HUNGARIAN

LANGUAGE(S) SPOKEN FLUENTLY

ENGLISH

MOTHER

MALE PARENT / GUARDIAN

JOHN DOE

100 SUNSHINE ST.

123-9999

ACME TOOL CO.

COMPUTER PROGRAMMER

123-1111

FEMALE PARENT / GUARDIAN

SALLY DOE

SAME

123-9999

SELF-EMPLOYED

DOCTOR

123-0000

CENTRAL TECHNICAL SCHOOL

610 123456

CONFIDENTIAL DATA FOR RESEARCH SERVICES

1. AT WHAT LEVEL ARE YOU TAKING MOST OF YOUR COURSES THIS YEAR? (CHECK ONE)

BASIC ☐

GENERAL ☐

ADVANCED ☐

2. PEOPLE SOMETIMES IDENTIFY THEMSELVES BY RACE, COLOUR AND ETHNIC ORIGIN. PLEASE CHECK THE CATEGORY BELOW THAT YOU APPLY TO YOURSELF.

BLACK (SPECIFY: CARIBBEAN, AFRO-CANADIAN, AFRICAN ETC.) ..... ☐

WHITE (SPECIFY: GREEK, BRITISH, JEWISH, ITALIAN, ETC.) ..... ☐

NATIVE CANADIAN (SPECIFY: INDIAN, DENE, INUIT OR METIS, ETC.) ..... ☐

EAST ASIAN DESCENT (SPECIFY: CHINESE, JAPANESE, KOREAN, ETC.) ..... ☐

SOUTH ASIAN DESCENT (SPECIFY: EAST INDIAN, PAKISTANI, ETC.) ..... ☐

SOUTH EAST ASIAN DESCENT (SPECIFY: FILIPINO, LAOTIAN VIETNAMESE ETC.) ..... ☐

OTHER (SPECIFY) ..... ☐

## Appendix 2

## Letter of Instruction to Secondary School Principals

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

October 26, 1987

Dear Principal:

On October 22, 1987, the Board directed that an Every Secondary Student Survey be conducted in 1987-1988. The purpose of the survey is to ascertain up-to-date information on students' background characteristics (age, language background, race, etc.) and on their academic placement and progress. Such information was last collected and reported in 1983.

In the week of November 9-13, the homeform teacher of each class will receive an envelope with his/her homeform code printed on the label. We are asking your full cooperation in assuring that the following steps are taken:

1. On any day between November 9 and November 13, every homeform teacher gives the survey form (sample enclosed) to each student for completion and collects it by the end of the period.

2. Each homeform teacher is to:

   a. tear off the perforated "stub" (with the questions on race and level) from the main section of the document;

   b. put all the "stubs" in the envelope addressed "Research Services" and send the envelope in the Board mail to Research Services; (The information on these forms does not become part of the student's permanent record.)

   c. put all the turn-around documents (main section) in the envelope addressed "school office" and return it to the school office.

3. Administrative staff in secondary schools with computer terminal must enter the changes made to the turn-around document by the student. The schools without a computer terminal will mail the turn-around document to the Computer Services.

4. The deadline for data entry is December 4. Please ensure that the survey is completed by this date.

Director's Office Edward N. McKeown, Director
Associate Directors Ronald W. Halford - Operations • Donald G. Rutledge Program • Helen I. Sissons - Personnel

Charles W. Taylor, Chief Superintendent - Curriculum • Linda Grayson, Superintendent of Information Services
Michael J. Rose Comptroller of Buildings and Plant • David S. Paton, Comptroller of Finance

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO



Should you wish further information about this Board-mandated Every Secondary Student Survey, please contact Research Services (591-8287). Ask for Haisy Cheng, Gerry Tsuji or Suzanne Ziegler.

Thank you for your usual cooperation and assistance.

Yours sincerely,

EDWARD R. [illegible]
Director of Education

SZ:vv

## Appendix 3

## Place of Birth of Toronto Secondary Students, 1987

| Place of Birth | Number | Percent |
|---|---|---|
| Canada | 13928 | 58 |
| Ontario | 12393 | 52 |
| Quebec | 411 | 2 |
| B.C. | 163 | 1 |
| Nova Scotia | 86 | a |
| Alberta | 80 | a |
| Newfoundland | 63 | a |
| Manitoba | 61 | a |
| New Brunswick | 32 | a |
| Saskatchewan | 22 | a |
| P.E.I. | 7 | a |
| Yukon | 4 | a |
| Unspecified | 606 | 3 |
| United States | 318 | 1 |
| East Asia | 2073 | 9 |
| Hong Kong/China** | 1667 | 7 |
| South Korea | 264 | 1 |
| Taiwan | 85 | a |
| Japan | 35 | a |
| North Korea | 11 | a |
| Macao | 10 | a |
| Mongolia | 1 | a |
| Southeast Asia | 2512 | 10 |
| Vietnam | 1960 | 8 |
| Philippines | 226 | 1 |
| Cambodia | 127 | a |
| Laos | 126 | a |
| Malaysia | 32 | a |
| Singapore | 16 | a |
| Thailand | 13 | a |
| Indonesia | 10 | a |
| Unspecified | 2 | a |
| South Asia | 584 | 2 |
| India | 237 | 1 |
| Sri Lanka | 175 | 1 |
| Afghanistan | 73 | a |
| Pakistan | 67 | a |
| Burma | 22 | a |
| Bangladesh | 9 | a |
| Unspecified | 1 | a |

| Place of Birth | Number | Percent |
|---|---|---|
| **Europe** | **1926** | **8** |
| Portugal | 895 | 4 |
| United Kingdom | 344 | 1 |
| Poland | 131 | 1 |
| Greece | 101 | a |
| Italy | 72 | a |
| France | 66 | a |
| Yugoslavia | 46 | a |
| West Germany | 41 | a |
| Romania | 31 | a |
| U.S.S.R. | 31 | a |
| Hungary | 21 | a |
| Ireland | 21 | a |
| Cyprus | 18 | a |
| Czechoslovakia | 16 | a |
| Spain | 16 | a |
| Sweden | 14 | a |
| Netherlands | 12 | a |
| Denmark | 10 | a |
| Switzerland | 8 | a |
| Belgium | 7 | a |
| Malta | 6 | a |
| Finland | 5 | a |
| Austria | 4 | a |
| Norway | 4 | a |
| Bulgaria | 3 | a |
| Luxembourg | 1 | a |
| Latvia | 1 | a |
| Unspecified | 1 | a |
| **Caribbean** | **1395** | **6** |
| Jamaica | 681 | 3 |
| Guyana | 360 | 1 |
| Trinidad & Tobago | 185 | 1 |
| Barbados | 27 | a |
| Grenada | 26 | a |
| St. Vincent | 18 | a |
| Bermuda | 12 | a |
| Dominician Republic | 12 | a |
| Antigua | 10 | a |
| Cuba | 9 | a |
| Bahamas | 7 | a |
| St. Lucia | 6 | a |
| Dominica | 2 | a |
| Haiti | 2 | a |
| St. Kitts | 2 | a |
| Unspecified | 36 | a |
| **Central America** | **195** | **1** |
| El Salvador | 85 | a |
| Guatemala | 51 | a |
| Nicaragua | 22 | a |
| Mexico | 21 | a |
| Honduras | 13 | a |
| Costa Rica | 2 | a |
| Belize | 1 | a |

| Place of Birth | Number | Percent |
|---|---|---|
| South America | 450 | 2 |
| Ecuador | 193 | 1 |
| Chile | 109 | a |
| Argentina | 31 | a |
| Brazil | 31 | a |
| Peru | 25 | a |
| Colombia | 23 | a |
| Bolivia | 13 | a |
| Venezuela | 12 | a |
| Uruguay | 4 | a |
| Surinam | 1 | a |
| Unspecified | 8 | a |
| Africa | 317 | 1 |
| Ethiopia | 56 | a |
| South Africa | 41 | a |
| Tanzania | 41 | a |
| Angola | 34 | a |
| Somalia | 21 | a |
| Nigeria | 20 | a |
| Ghana | 13 | a |
| Mozambique | 11 | a |
| Uganda | 10 | a |
| Egypt | 8 | a |
| Kenya | 7 | a |
| Mauritius | 5 | a |
| Burundi | 4 | a |
| Zimbabwe | 4 | a |
| Gambia | 3 | a |
| Morocco | 3 | a |
| Zambia | 3 | a |
| Algeria | 1 | a |
| Guinea | 1 | a |
| Liberia | 1 | a |
| Rwanda | 1 | a |
| Sierra Leone | 1 | a |
| Sudan | 1 | a |
| Tunisia | 1 | a |
| Unspecified | 26 | a |
| Middle East | 299 | 1 |
| Iran | 216 | 1 |
| Israel | 30 | a |
| Lebanon | 16 | a |
| Iraq | 11 | a |
| Syria | 9 | a |
| Turkey | 9 | a |
| Saudi Arabia | 3 | a |
| Jordan | 2 | a |
| Kuwait | 2 | a |
| Unspecified | 1 | a |
| Oceania | 29 | a |
| Australia | 24 | a |
| New Zealand | 3 | a |
| Fiji | 2 | a |
| TOTAL | 24026 | 99* |

Missing information = 3909.

a = Less than 1%.

* Does not equal 100% because of rounding.

** Because the terms Hong Kong and China have been used interchangeably in reporting country of birth for some students, therefore it was decided to collapse the two categories.

## Appendix 4

### Place of Birth and Race of Toronto Secondary Students, 1987

| Place of Birth | Race | | | | | |
|---|---|---|---|---|---|---|
| | White % | Black % | Native Peoples % | East Asian % | S.E. Asian % | South Asian % |
| Canada | 81 | 34 | 98 | 18 | 2 | 14 |
| Outside Canada | 19 | 66 | 2 | 82 | 98 | 86 |
| Total % | 100 | 100 | 100 | 100 | 100 | 100 |
| | (N=11404) | (N=1352) | (N=164) | (N=4492) | (N=1162) | (N=433) |

## Appendix 5

### Individual Languages First Learned by Toronto Secondary Students, 1987

| Language | Number | Percent* |
|---|---|---|
| English | 13395 | 51 |
| French | 83 | a |
| English and French | 232 | 1 |
| English and Other | 3951 | 15 |
| French and Other | 42 | a |
| English, French and Other | 34 | a |
| Afrikaans | 18 | a |
| Albanian | 4 | a |
| Arabic | 76 | a |
| Armenian | 15 | a |
| Bengali | 13 | a |
| Bulgarian | 3 | a |
| Burmese | 19 | a |
| Cambodian | 60 | a |
| Chinese | 3908 | 15 |
| Cree | 1 | a |
| Croatian | 40 | a |
| Czech | 31 | a |
| Danish | 12 | a |
| Dutch | 29 | a |
| Egyptian | 2 | a |
| Estonian | 29 | a |
| Finnish | 10 | a |
| German | 128 | a |
| Greek | 1252 | 5 |
| Greek - Macedonian | 4 | a |
| Gujarati | 80 | a |
| Hebrew | 51 | a |
| Hindi | 70 | a |
| Hungarian | 69 | a |
| Icelandic | 3 | a |
| Indian (North American) | 1 | a |
| Indian | 13 | a |
| Italian | 1137 | 4 |
| Japanese | 71 | a |
| Kachi | 3 | a |
| Korean | 298 | 1 |
| Kurdish | 1 | a |
| Lao | 73 | a |
| Latvian | 24 | a |
| Lebanese | 1 | a |
| Lithuanian | 8 | a |

| Language | Number | Percent* |
|---|---|---|
| Macedonian | 56 | a |
| Malay | 12 | a |
| Malayalam | 4 | a |
| Maltese | 34 | a |
| Norwegian | 4 | a |
| Ojibwa | 5 | a |
| Pakistani | 12 | a |
| Panjabi | 115 | a |
| Patois | 15 | a |
| Persian | 242 | 1 |
| Polish | 272 | 1 |
| Portuguese | 2180 | 8 |
| Romanian | 25 | a |
| Russian | 38 | a |
| Serbian | 28 | a |
| Serbo-Croatian | 92 | a |
| Sign Language | 3 | a |
| Sindhi | 4 | a |
| Sinhalese | 2 | a |
| Slovak | 9 | a |
| Slovenian | 6 | a |
| Spanish | 691 | 3 |
| Swahili | 14 | a |
| Swedish | 11 | a |
| Tagalog | 201 | 1 |
| Tamil | 169 | 1 |
| Thai, Siamese, Pali | 8 | a |
| Turkish | 16 | a |
| Ukranian | 114 | a |
| Urdu | 100 | a |
| Vietnamese | 1224 | 5 |
| TOTAL | 31000 | * |

Missing information = 1481.

a = Less than 1.

* Percentages are calculated from the base population figure of 26454 rather than the 31000 instances of reported languages. Students were allowed to provide up to two first learned languages.

## Appendix 6

### Individual Languages Spoken Fluently by Toronto Secondary Students, 1987

| Language | Number | Percent* |
|---|---|---|
| English | 11970 | 48 |
| French | 147 | 1 |
| English and French | 947 | 4 |
| English and Other | 7669 | 31 |
| French and Other | 64 | a |
| English, French and Other | 129 | 1 |
| Afrikaans | 19 | a |
| Albanian | 5 | a |
| Arabic | 81 | a |
| Armenian | 15 | a |
| Bengali | 16 | a |
| Bulgarian | 3 | a |
| Burmese | 16 | a |
| Cambodian | 52 | a |
| Chinese | 3505 | 14 |
| Croatian | 38 | a |
| Czech | 25 | a |
| Danish | 9 | a |
| Dutch | 22 | a |
| Egyptian | 2 | a |
| Estonian | 28 | a |
| Finnish | 9 | a |
| Gaelic | 2 | a |
| German | 153 | 1 |
| Greek | 1125 | 5 |
| Gujarati | 70 | a |
| Hebrew | 136 | a |
| Hindi | 80 | a |
| Hungarian | 66 | a |
| Icelandic | 1 | a |
| Indian (North American) | 1 | a |
| Indian | 12 | a |
| Italian | 1048 | 4 |
| Japanese | 63 | a |
| Kachi | 3 | a |
| Kanada | 2 | a |
| Korean | 264 | 1 |
| Lao | 62 | a |
| Latvian | 22 | a |
| Lebanese | 1 | a |
| Lithuanian | 8 | a |

| Language | Number | Percent* |
|---|---|---|
| Macedonian | 50 | a |
| Malay | 10 | a |
| Malayalam | 4 | a |
| Maltese | 29 | a |
| Norwegian | 3 | a |
| Ojibwa | 5 | a |
| Pakistani | 9 | a |
| Panjabi | 110 | a |
| Patois | 14 | a |
| Persian | 228 | 1 |
| Polish | 243 | 1 |
| Portuguese | 1947 | 8 |
| Romanian | 26 | a |
| Russian | 38 | a |
| Serbian | 23 | a |
| Serbo-Croatian | 70 | a |
| Sign Language | 5 | a |
| Sindhi | 2 | a |
| Sinhalese | 3 | a |
| Spanish | 679 | 3 |
| Slovak | 9 | a |
| Slovenian | 5 | a |
| Swahili | 15 | a |
| Swedish | 7 | a |
| Tagalog | 174 | 1 |
| Tamil | 160 | 1 |
| Thai, Siamese, Pali | 12 | a |
| Turkish | 22 | a |
| Ukranian | 100 | a |
| Urdu | 91 | a |
| Vietnamese | 1261 | 5 |
| TOTAL | 33244 | * |

Missing information = 3193.

a = Less than 1.

* Percentages are calculated from the base population figure of 24742 rather than the 33244 instances of reported languages. Students were allowed to provide up to two fluent languages.

## Appendix 7

### Parental Presence and Race of Toronto Secondary Students, 1987

| Parental Presence | Race | | | | | |
|---|---|---|---|---|---|---|
| | White % | Black % | Native Peoples % | East Asian % | S.E. Asian % | South Asian % |
| Both Parents | 71 | 44 | 47 | 79 | 55 | 69 |
| Father Only | 4 | 6 | 6 | 2 | 5 | 2 |
| Mother only | 20 | 38 | 30 | 7 | 14 | 14 |
| Other | 4 | 12 | 16 | 12 | 26 | 15 |
| Total %* | 99 | 100 | 99 | 100 | 100 | 100 |
| | (N=12805) | (N=1405) | (N=219) | (N=3344) | (N=1142) | (N=446) |

* May not equal 100% because of rounding.

## Appendix 8

### SES Categories from the Pineo-Porter-McRoberts Scale

| SES CATEGORY | | |
|---|---|---|
| 1. Self-employed professionals | 1 | High SES |
| 2. Employed professionals | | |
| 3. High-level managerial | | |
| 4. Semi-professionals | 2 | |
| 5. Technicians | | |
| 6. Middle management | | |
| 7. Supervisors | | |
| 8. Foremen | | |
| 9. Skilled clerical-sales-service | 3 | Low SES |
| 10. Skilled crafts and trades | | |
| 11. Farmers | | |
| 12. Semiskilled clerical-sales service | | |
| 13. Semiskilled manual | | |
| 14. Unskilled clerical-sales-service | 4 | |
| 15. Unskilled manual | | |
| 16. Farm labourers | | |

Source: Pineo, P.C., Porter, J. and McRoberts, H.A. The 1971 census and socioeconomic classification of occupations, Canadian Review of Sociology and Anthropology, 1977, 14 (1), p 98.

## Appendix 9

### Socio-economic Status and Race of Toronto Secondary Students, 1987

| SES Category | Race | | | | | |
|---|---|---|---|---|---|---|
| | White % | Black % | Native Peoples % | East Asian % | S.E. Asian % | South Asian % |
| High SES | 48 | 38 | 32 | 29 | 28 | 39 |
| Low SES | 44 | 53 | 50 | 60 | 53 | 50 |
| Non-remunerative | 7 | 9 | 17 | 11 | 19 | 12 |
| Total %* | 99 | 100 | 99 | 100 | 100 | 101 |
| | (N=800) | (N=9702) | (N=97) | (N=1954) | (N=420) | (N=247) |

* May not equal to 100% because of rounding.

## Appendix 10

### Level of Study and Race of Toronto Secondary Students, 1987

| Level of Study | Race | | | | | |
|---|---|---|---|---|---|---|
| | White % | Black % | Native Peoples % | East Asian % | S.E. Asian % | South Asian % |
| Basic | 7 | 14 | 18 | 1 | 3 | 6 |
| General | 21 | 32 | 37 | 12 | 24 | 18 |
| Advanced | 72 | 54 | 44 | 86 | 73 | 76 |
| Total %* | 100 | 100 | 99 | 99 | 100 | 100 |
| | (N=13568) | (N=1491) | (N=196) | (N=3503) | (N=1130) | (N=472) |

* May not equal 100% because of rounding.

## Appendix 11

## Level of Study by Race and Place of Birth, 1987

| Race | Canada-Born | | | | | Foreign-Born | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Basic % | General % | Advanced % | Total %* | Total Number | Basic % | General % | Advanced % | Total %* | Total Number |
| White | 5 | 21 | 74 | 100 | 9254 | 10 | 27 | 63 | 100 | 1879 |
| Black | 8 | 28 | 64 | 100 | 454 | 16 | 34 | 49 | 99 | 867 |
| Native Peoples | 18 | 39 | 43 | 100 | 159 | 0 | 0 | 0 | 0 | 0 |
| East Asian | 1 | 5 | 95 | 101 | 777 | 1 | 16 | 83 | 100 | 2441 |
| South-East Asian | 0 | 7 | 93 | 100 | 27 | 3 | 24 | 72 | 99 | 1064 |
| South Asian | 3 | 11 | 85 | 99 | 61 | 6 | 20 | 74 | 100 | 363 |

* May not equal 100% because of rounding.

## Appendix 12

## Level of Study by SES and Parental Presence, 1987

| SES Category | Both Parents | | | Father Only | | | Mother-Only | | |
|---|---|---|---|---|---|---|---|---|---|
| | Basic % | General % | Advanced % | Basic % | General % | Advanced % | Basic % | General % | Advanced % |
| High SES | 17 | 22 | 53 | 32 | 37 | 70 | 6 | 20 | 49 |
| Low SES | 69 | 68 | 42 | 50 | 60 | 28 | 48 | 51 | 37 |
| Non-remunerative | 14 | 10 | 5 | 18 | 3 | 2 | 46 | 29 | 14 |
| Total % | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| | (N=454) | (N=2332) | (N=9514) | (N=28) | (N=139) | (N=561) | (N=173) | (N=651) | (N=2242) |

## Appendix 13

## Level of Study and SES

## White, Black and Asian Students, 1987

| Level of Study | Race and SES | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | White | | | Black | | | Asian** | | |
| | SES | | | SES | | | SES | | |
| | High % | Low % | Non-Resun. % | High % | Low % | Non-Resun. % | High % | Low % | Non-Resun. % |
| Basic | 1 | 5 | 13 | 4 | 12 | 14 | a | 1 | 1 |
| General | 9 | 29 | 33 | 21 | 35 | 31 | 4 | 14 | 22 |
| Advanced | 90 | 65 | 54 | 75 | 53 | 55 | 95 | 85 | 77 |
| Total % | 100 | 99* | 100 | 100 | 100 | 100 | 99* | 100 | 100 |
| | (N=4709) | (N=4300) | (N=673) | (N=300) | (N=419) | (N=73) | (N=770) | (N=1483) | (N=310) |

a = less than 1%.

* Does not equal 100% because of rounding.

** South Asians are collapsed with East and South-East Asians because of small number of cases in some cells.

High SES = Professional, semi-professional and high, middle, low managerial.

Low SES = Skilled, semi-skilled, unskilled.

## Appendix 14

## Credits Completed by 15 Year Old Students by Place of Birth*, 1987

| Place of Birth | Credits Completed 0-7 % | 8-15 % | 16+ % | Total %** | N |
|---|---|---|---|---|---|
| Canada | | | | | |
| Ontario | 31 | 67 | 2 | 100 | 1953 |
| Quebec | 22 | 72 | 6 | 100 | 65 |
| B.C. | 29 | 66 | 6 | 101 | 35 |
| United States | 29 | 69 | 2 | 100 | 42 |
| East Asia | | | | | |
| China/Hong Kong | 28 | 67 | 5 | 100 | 153 |
| South Korea | 17 | 81 | 3 | 101 | 36 |
| Southeast Asia | | | | | |
| Vietnam | 45 | 52 | 3 | 100 | 171 |
| Europe | | | | | |
| Portugal | 65 | 34 | 1 | 100 | 95 |
| United Kingdom | 24 | 67 | 8 | 99 | 49 |
| Caribbean | | | | | |
| Guyana | 55 | 43 | 2 | 100 | 42 |
| Jamaica | 68 | 28 | 5 | 101 | 40 |

* Only countries reported by at least 25 students are listed.

** May not equal 100% because of rounding.

## Appendix 15

### Credits Successfully Completed by Race (15 Year Old Toronto Secondary Students), 1987

| Race | Credits Completed | | | Total | |
|---|---|---|---|---|---|
| | 0-7 % | 8-15 % | 16+ % | % | N |
| White | 34 | 64 | 2 | 100 | 2307 |
| East Asian | 22 | 76 | 2 | 100 | 412 |
| Southeast Asian | 45 | 47 | 8 | 100 | 110 |
| South Asian | 24 | 69 | 7 | 100 | 67 |
| Black | 54 | 45 | 2 | 101 | 179 |
| Native Peoples | 45 | 55 | 0 | 100 | 31 |
| Other | 38 | 57 | 6 | 101 | 159 |

No information = 1481.

## Appendix 16

## Credits Successfully Completed by SES

## (15 Year Old Toronto Secondary Students), 1987

| SES | Credits Completed 0-7 % | 8-15 % | 16+ % | Total % | N |
|---|---|---|---|---|---|
| Professional/High Managerial | 15 | 80 | 5 | 100 | 695 |
| Semi-Professional/Technical/ Middle-low Mgmt. | 24 | 73 | 3 | 100 | 621 |
| Skilled and Semi-Skilled White and Blue Collar | 39 | 60 | 1 | 100 | 741 |
| Unskilled Clerical and Manual | 41 | 59 | a | 100 | 309 |
| Non Remunerative | 52 | 47 | 1 | 100 | 184 |

## Appendix 17

### Credits Successfully Completed by Parental Presence (13 Year Old Toronto Secondary Students), 1987

| Parental Presence | Credits Completed | | | Total | |
|---|---|---|---|---|---|
| | 0-7 % | 8-15 % | 16+ % | % | N |
| Both | 30 | 67 | 2 | 99 | 2527 |
| Mother | 41 | 56 | 3 | 100 | 672 |
| Father | 45 | 53 | 1 | 99 | 150 |
| Other | 49 | 41 | 9 | 99 | 87 |

## Appendix 18

## Student Characteristics by Selected Ethnic Groups, 1987

| STUDENT CHARACTERISTICS | | OVERALL | Asian | | | | White | | | | | | | Black |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Chinese[1] | from IndoChina[2] | Indian[3] | Korean | English Only | Portuguese | Greek | Italian | Jewish | Spanish | Polish | English Only |
| | | % (N=27935) | % (N=2678) | % (N=2016) | % (N=375) | % (N=294) | % (N=7662) | % (N=2162) | % (N=1248) | % (N=1126) | % (N=727) | % (N=678) | % (N=951) | % (N=1329) |
| GENDER | Male | 53 | 54 | 59 | 52 | 55 | 51 | 58 | 49 | 58 | 50 | 58 | 55 | 50 |
| | Female | 47 | 46 | 41 | 48 | 45 | 49 | 42 | 51 | 42 | 50 | 43 | 45 | 50 |
| PLACE OF BIRTH | Canadian-born | 58 | 25 | 0 | 12 | 14 | 92 | 47 | 89 | 92 | 86 | 6 | 44 | 35 |
| | Foreign-born | 42 | 75 | 100 | 87 | 86 | 8 | 53 | 11 | 8 | 14 | 94 | 56 | 65 |
| PARENTAL PRESENCE AT HOME | Both Parents | 66 | 75 | 64 | 75 | 88 | 61 | 89 | 91 | 90 | 72 | 63 | 67 | 44 |
| | Mother Only | 20 | 7 | 10 | 3 | 2 | 28 | 7 | 6 | 7 | 6 | 6 | 4 | 39 |
| | Father Only | 5 | 1 | 4 | 10 | 6 | 6 | 1 | 2 | 2 | 20 | 18 | 18 | 6 |
| | Other | 9 | 17 | 22 | 12 | 4 | 5 | 3 | 1 | 1 | 2 | 13 | 11 | 11 |
| SES[4] | Professional | 22 | 6 | 3 | 11 | 10 | 38 | 1 | 3 | 3 | 63 | 13 | 14 | 12 |
| | Semi-Professional | 22 | 19 | 10 | 25 | 59 | 27 | 10 | 22 | 12 | 22 | 14 | 20 | 25 |
| | Skilled/semi-skilled | 31 | 47 | 33 | 32 | 21 | 23 | 42 | 45 | 48 | 11 | 36 | 35 | 37 |
| | Unskilled | 15 | 18 | 27 | 19 | 6 | 6 | 38 | 22 | 27 | 1 | 23 | 20 | 17 |
| | Non-remunerative | 9 | 9 | 27 | 13 | 4 | 6 | 9 | 8 | 10 | 3 | 14 | 11 | 9 |
| PROGRAM LEVEL | Advanced | 72 | 89 | 73 | 79 | 93 | 77 | 51 | 78 | 62 | 92 | 62 | 77 | 53 |
| | General | 21 | 10 | 24 | 15 | 6 | 17 | 37 | 18 | 32 | 7 | 29 | 18 | 34 |
| | Basic | 7 | 1 | 3 | 6 | 1 | 6 | 12 | 4 | 6 | 1 | 9 | 5 | 13 |
| CREDIT ACCUMULATION[5] | 0-7 Credits | 34 | 22 | 46 | 19 | 11 | 29 | 56 | 30 | 31 | 16 | 51 | 52 | 53 |
| | 8-15 Credits | 64 | 75 | 51 | 77 | 87 | 69 | 44 | 69 | 68 | 80 | 47 | 48 | 45 |
| | 16+ Credits | 2 | 3 | 3 | 4 | 2 | 2 | - | 1 | 1 | 4 | 2 | 0 | 2 |
| SCHOOL MARKS[6] | Advanced - high | 33 | 44 | 34 | 39 | 49 | 34 | 26 | 30 | 31 | 50 | 19 | 30 | 15 |
| | - average | 39 | 23 | 29 | 33 | 25 | 39 | 45 | 41 | 44 | 23 | 52 | 45 | 57 |
| | General - high | 11 | 13 | 12 | 17 | - | 12 | 10 | 13 | 11 | - | 6 | 10 | 7 |
| | - average | 62 | 39 | 50 | 54 | - | 60 | 68 | 64 | 68 | - | 68 | 68 | 69 |
| | Basic - high | 18 | - | - | - | - | 17 | 19 | - | - | - | 16 | - | 17 |
| | - average | 51 | - | - | - | - | 56 | 46 | - | - | - | 50 | - | 50 |

NOTE: The ethnic groups are identified by race, place of birth and the first language(s). If a student indicates "Spanish" or "Spanish and English" as first languages, he/she is classified as someone of Spanish heritage. Although students have been asked specifically to describe their ethnic and cultural backgrounds, the mother tongue information was preferred as a measure of ethnicity because the ethnic data have higher non-response rate and more ambigious responses (e.g. "Canadian"). The Jewish is the only group that is identified directly by the ethnicity information provided by students.

1 The majority of foriegn-born Chinese in this particular classification are from Hong Kong, China, and other places except for Indochina.

2 The majority of these students are from Vietnam, and some are from Cambodia, Laos and other parts of Indochina. It should, however, be noted that nearly half of these students are of Chinese descent.

3 This group includes languages spoken in India and Pakistan: Bengali, Gujarati, Hindi, Panjabi, Sindhi, Sinhalese and Urdu languages.

4 Missing information for the SES of the Vietnamese is too high (70%) to be included.

5 Includes only 16 year olds.

6 Results for groups with less than 25 students in a certain category are not presented.

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